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MISTAKES IN TEACHING

HUGHES

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JAMES L. HUGHES

Mistakes in Teaching

BY

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PREFACE

It is very gratifying to know that "Mistakes in Teaching" has been of service to many teachers by enabling them to avoid some of the errors frequently made by inexperienced members of our profession.

Several editions of the book have been published in Canada, in the United States, in Jamaica and in Australia. Some of them have been authorized and some were published without authority. A. Flanagan Company believing that the book may still be useful, have asked me to revise it, and add some new matter. I sincerely hope that in its present form it may be found to be more suggestive and more helpful than formerly.

JAMES L. HUGHES

Toronto, April 7th, 1906

MISTAKES IN TEACHING

CHAPTER I

Mistakes in School Management

1. It is a Mistake to Neglect the Details of School Management.—The attention paid to what are regarded by many as "minor points" unworthy of attention, in reality makes the difference between a well-managed and a poorly-conducted school. Minor points they may be, but the mistake consists in regarding them as therefore unimportant. Mr. J. R. Blakiston, one of His Majesty's Inspectors of Schools in England, says: "The least gifted may take heart when he bethinks him that success in school management depends mainly on watchful and unremitting attention to little details, and in conscientiously grappling with every difficulty as it arises." He who is careful in the details of school management will, in nearly all cases, attend carefully to matters of larger scope. He who attends to the

"minor" points will not need to attend to many serious difficulties, because they will not occur.

There can be no doubt that uniform attention to particulars in connection with the deportment of the pupils in the yard, in line, and in the schoolroom, is a most valuable disciplinary agent in forming their characters. Habits may thus be formed which will do much to decide the degree of success to which the pupils will attain, when they become men and women. A man's ability to use knowledge decides the success or failure of his teachers in training him. His ability to use knowledge depends on the definiteness of his will-action more than on the extent of his knowledge, the training of his powers of observation, and the development of logical thought. The habit of precise and forcible will-action is therefore of very great importance. The character of will-action depends on the way in which pupils are trained to do the thousand and one acts in the routine of their daily lives. Hence every act in standing, sitting, walking, taking books, slates, etc., etc., should be performed in a prompt, definite, and orderly manner.

The following details should receive the careful attention of every teacher:—

1. *Lining the pupils at the close of all recesses and marching them in regular order to their schoolrooms.*—This should be done in a uniform man-

ner, and without haste, pushing or any disorder. All play should cease at once on the giving of the signal for lining. The lines should be "dressed" by the teacher or a pupil standing at the end of the line, before the pupils are allowed to march in. The lining should be done by the glance of the pupils towards the end where the teacher stands, and not by placing the feet along any kind of a line. No talking should be allowed in line. Pupils should know their places in line, and should fix their relative positions by some mark or object in front of them so as to avoid crowding.

2. *Pupils should be taught to stand and walk with the heads erect, shoulders well back, hands at the sides and eyes to the front.*—The habit of walking with the hands behind, while it keeps the shoulders back, unfits the pupils for walking properly on the street, in the drawing-room, or in the ranks when drilling.

3. *If pupils are brought out in classes, they should stand in line, not lean against the wall, or on desks, etc.*—In fact, whenever a pupil stands up in school he should stand on both feet and avoid leaning.

4. *It is wrong to tell pupils to "walk on their toes."*—This is very often done by young teachers in order to prevent noise. In fact, School Boards sometimes give directions in their rules to have pupils walk in this way. It is not right to do so:

(1) because it makes pupils hobble; (2) because it leads to the turning in of the toes in an awkward manner; and (3) because it prevents an easy and elegant gait in walking. Pupils can walk naturally without making noise, if they are trained to move their feet with the toes turned outwards at an angle of about 45 degrees, and the sole parallel with the floor. The military "balance step" should be practiced for this purpose.

5. *They should be taught how to go up and down stairs.*—Most pupils go up or down three steps, while they ought to go but one. Two or three lines can walk on a proper school stairway side by side, and thus no time will be lost by a steady uniform step. Rapidity of step is, however, by no means the worst evil in the walking of pupils on a stairway. It will take a great deal of care and watchfulness to secure proper lightness of step. Pupils are always inclined to stamp, when marching in time on a floor, or in any place where they can make a good deal of noise. They step as though striking snow from their heels in winter. In going downstairs they should be trained to gradually bend the leg, sustaining the weight at the knee, until the foot of the other leg reaches the next step below.

6. *They should be made to stand up to answer questions, or to read.*—Politeness would require this. The change from the sitting posture will

be of great physical advantage to the pupils. The vocal organs have freer play when the pupil is standing than while sitting. Standing up should be done promptly.

7. *They should be taught to hold the book in the left hand when standing to read.*—"Book in left hand, right foot slightly drawn back," is the uniform rule given by authorities for the position of a reader. If the book is held in both hands, it is usually brought much too close to the eyes, and the tendency is to round the shoulders. The right hand should be free to turn the pages, and to aid in the expression of thought by gesture.

8. *All work should be kept far enough from the eye.*—Near-sightedness is on the increase. Statistics carefully made in Europe and America show that, while only a fractional percentage of children are afflicted with myopia when they enter school, about 60 per cent. of those who leave it at eighteen are more or less affected by it. This is a startling statement, and ought to lead every humane teacher to consider what he can do to avert such a result. He can at least try to have plenty of light admitted to the schoolroom, only from the left side of the pupils, or from left to rear, and never from the front. He can also, by constant watchfulness, insist that the eyes should be kept far enough from slates, reading-books, copy-books, etc.

9. *Habits of neatness, cleanliness, and punctuality should be insisted on.*—These may do more for the pupils than the mere knowledge imparted in school. No paper or rubbish of any kind should be allowed to litter the floor. Each pupil should be responsible for the part of the floor nearest to his own desk. The teacher should frequently examine the desks of his pupils to see that they arrange their books properly. The teacher should be a model in this respect, by keeping the window-sills free from accumulations, and by arranging the books on his desk in an orderly manner. Clothing should be carefully hung up, and all maps, charts, pictures, etc., should hang "on the square."

10. *The pupils should have a uniform method of performing class operations.*—"Oh, dear! you will destroy their originality, and make them mere machines by compelling them to do everything in a fixed way." So talk some teachers who are unable to control their classes, and have therefore to find some excuse for their neglect. Does system prevent the exercise of originality? Will methodical habits cramp the "free exercise of individuality"? Any originality or individuality so trammeled must be of an evil nature which ought to be restricted.

Pupils should place slates and books on their desks in exactly the same way. There must be

one way, which is less noisy and more appropriate than others. Let the teacher decide on the best plan of doing the work, and then carry it out in the most regular manner. There should be an unvarying signal for each movement, for standing up, sitting down, taking and returning slates and books, opening books, taking positions, and beginning work. No second step should be taken until the first has been definitely performed by all. Uniformity and precision in movement can never be secured without a proper word of command. The command should be given in a full, firm, definite tone, but not too loud, and it must absolutely consist of two parts, the first to arouse to readiness, the second as the signal for executing the movement. Between the two words of command a decided pause should be made, and the second word should be more definite than the first; as, "stand——up." School movements should not be performed merely for show. The aim should be to save time, avoid noise, and make the will-action definite.

2. It is a Mistake to Omit Yard Supervision.— Pupils who are controlled in the yard are more easily managed in the schoolroom. If children learn evil habits or hear impure or profane language at school, they do so chiefly during the recesses. The presence of the teacher in the playground should restrain what is wrong, without in

any way checking the interest in healthful sports and innocent recreation. Rough games which interfere with the comfort of those engaged in them, or endanger the limbs of those who are playing, would not be indulged in under the eye of the teacher. Without marching up and down with the air of a soldier on guard, he prevents wanton destruction of school property, or intentional injury to clothing, such as kicking of hats, and secures due attention to propriety of language and courtesy of manner. The absence of the teacher for a quarter of an hour, during the arithmetic lesson, would not be so serious a neglect of duty as absence from the playground during recess.

3. It is a Mistake for the Teacher to Hold Himself Aloof from his Pupils while they are Playing. —The presence of the teacher in the yard should have a double effect; it should repress the evil and develop the good. The child never reveals his whole nature as he does when playing. His physical, mental, and moral powers are all called then into vigorous exercise. In the playground the boy begins to learn how to struggle with his fellowmen in the great battle of life. His strength and his weakness both manifest themselves there, so that it pays to study him.

The teacher who fails to recognize these facts and make the most of them never becomes thoroughly acquainted with his pupils, and fails to

obtain his most natural and most complete control over them. How important then, that, instead of checking the playful spirit of innocent and healthful childhood, the teacher should have sufficient sympathy for it to develop it and turn it into right channels. What true dignity there is, too, in the playing of the full-grown man with the head of an adult and the heart and spirit of a boy! How different is this genuine dignity from the enamelled variety which cannot bend without cracking, and exposing the coarser or weaker material beneath. The teacher who cannot play with his pupils without "putting on the brakes" is to be pitied. One of the most valid reasons for not placing large boys in the charge of a female teacher is, that she cannot, as a rule, take part in their games and exercises.

4. It Is a Mistake to Stand too Near the Class.—Whether in the schoolroom or in the yard, the teacher should take such a position as will enable him to see every pupil at the same time. He should retain this position without fail when "lining" or "drilling" in the yard.

5. It is a Mistake to take hold of a Pupil to put him in his place in Line.—If the teacher stands so as to see all his pupils at the same time he cannot make this grievous error. To push or pull a boy into position arouses in him only bad feelings. He may be roused to resistance, in which

case the teacher is certain to lose in dignity, and may have to injure the pupil in order to make him submit. It is wrong for even a primary teacher to place her children in position with her hands, however kindly she may do it. The movements of pupils should be guided by their own wills. The teacher should train, and when necessary direct, the will of the pupil. He should never do the work that should be done by the will of the pupil. There is no orderly, well-managed class in which the pupils' bodies are moved into position by the hands of the teacher.

6. It is a Mistake to give many Demerit Marks. —There are continual showers of bad marks in some classes. Bad marks for conduct and bad marks for lessons. The teachers of such classes often complain that "their pupils do not attend to the marks given." It would be surprising if they did, or their parents either. If the worst pupil in a well-organized school receives more than two or three unsatisfactory marks in a month there is cause for alarm. The teacher should feel ashamed. He has been giving marks to save himself trouble, or because he is afraid to grapple with a troublesome case in the right way.

If a large number of bad marks have to be given for lessons, it is the teacher's fault in nearly all cases. The lessons are too difficult or too long; sufficient explanation has not been given; or else

the pupils have not been taught how to study, or have not had proper incentives to study laid earnestly before them. The best teachers do least marking.

7. It is a Mistake to Censure Trifling Errors too Severely.—Some teachers pour out their "vials of wrath" to the last drop on the heads of those whose offences are not of a very serious nature. Their sternest countenance and hardest language are called into requisition to find fault with the little unfortunate who carelessly lets fall his slate, or turns to look at his neighbor behind him. Such teachers place themselves in an awkward position, for they are unable to adapt the severity of their censure to the circumstances of the case. This has a confusing effect on the moral natures of children, by leading them to believe that all offences are equally grave in their nature.

It is of the utmost importance that the teacher should never confound the accidental with the intentional, or thoughtlessness with design.

8. It is a Mistake to Complain or Grumble Much.—If there is one teacher who more than any other is certain to be disliked by pupils, parents, and trustees, it is the inveterate grumbler. He would dislike himself if he had the honor of his own thorough acquaintance. He does not know how tiresome his complaining becomes. "I never had such bad pupils in my life; I do not

know whatever to do with them," he says, when someone in authority visits his school; and his pupils despise him for it, as they do the tale-bearer of their own age. His visitor, too, regards him with pity, as one who seems to glory in his own utter weakness or incompetence. Children in civilized communities are very much alike in their characteristics. Every class is an open book in which may be read at a glance the executive power and the definiteness or indefiniteness of the ideals of the teacher. No class will long continue orderly or progressive of its own accord, but on the other hand, there is no class that does not like being orderly and studious, when managed by a good teacher. No rational teacher will ever blame the class for disorder or idleness.

No teacher who scolds, or sneers, or grumbles, can ever have the sympathy of his pupils, and without it he can never control them, or secure their best efforts in their school work. He who recognizes, appreciates, and judiciously commends the feeble efforts of his pupils, will be certain by this means to induce greater zeal and earnestness.

9. It is a Mistake to Detain Pupils in the Schoolroom during Recess.—They have a right to get out for rest, and change, and exercise. Pupils should not be allowed to remain in the schoolroom during recess, even should they wish to do so, unless the weather is unfavorable. Old and young, male

and female, should take the opportunity of playing in the fresh air, due precaution as to clothing, etc., being taken when the weather is cold.

During cold weather, those who have any chest affections may be permitted to remain in and rest, but they should be allowed to move around the room in an orderly manner. In graded schools one room should be set apart for all who are permitted to remain in.

If the weather is too severe for the class to go out, the relaxation should be taken as usual. The time may be devoted to physical exercises, the windows being open for ventilation. Pupils may be allowed to walk around the room in couples in an orderly procession, conversing as they walk. The teacher may tell a story, or allow a pupil to tell or read one. The news of the day may be discussed, but the teacher should be the directing power always at indoor recesses.

10. It is a Mistake to Invoke Higher Authority Except as a Last Resort.—Assistant teachers often send for the headmaster to settle trivial affairs. Wise headmasters will, of course, prohibit such folly. A principal cannot afford to neglect his own class to obey all the calls of weak or whimsical assistants. If a teacher could only realize how he humiliates himself in the eyes of his pupils by unnecessary appeals to the headmaster or the trustees, he would adopt that means of es-

caping from a difficulty on very rare occasions. How can pupils be expected to respect a teacher who becomes merely a self-appointed spy, to watch for wrong-doing in order that he may call in a higher authority to inflict punishment?

11. It is a Mistake to Confound Giving Information or Evidence with Tale-bearing.—There are many things which a teacher ought to know, which he cannot possibly learn without the assistance of his pupils. No proper rule should be intentionally violated without the matter being brought to the teacher's knowledge. Some teachers hedge their pupils in with so many cramping rules that they cannot be natural and indulge in healthful boyish amusements without constant terror of breaking some of them. The rules for the guidance of pupils, when not under the eye of the teacher should be few, and should relate to the protection of property, or the suppression of vice. If school-property is injured, defaced, or destroyed, or if the purity or morality of the pupils generally is endangered by the continued bad language or bad habits of a few, it is of the highest importance that the teacher should be made acquainted with the facts of the case. To give information in a case of this nature is in no way related to "tale-bearing" in the usual meaning of that term. "Tale-bearing" means giving information from mean motives; to expose a rival or to se-

cure his punishment. On the other hand, to give proper information requires the highest moral courage, and frequently necessitates self-sacrifice for the general good. It is much better, however. for the moral development of the pupils, if the teacher can lead to the formation of such a feeling among the pupils themselves as will lead to the independent suppression of vicious practices when the teacher is not present.

There are some people who condemn as unmanly the giving of information, when asked for by the teacher conducting an investigation into some case of wrongdoing. Whatever may be the opinion held in regard to the voluntary giving of information, there certainly is only one right view in which to regard the pupil's duty, when required to give evidence by his teacher. "Unmanly" indeed! Is it unmanly for a witness to give evidence in court? Is not the school a miniature world, and a teacher's investigation a school court?

While "tale-bearing" from mean and selfish motives ought to be condemned as unmanly and ungenerous in the extreme, the teacher will do well to spare no pains to develop a spirit of frankness and honor in his pupils, which will lead them to give him assistance in every proper way to control evil when he is not present.

Wise teachers never seek occasion for making investigations of a petty nature.

12. It is a Mistake for the Teacher to be Late.—It sets the pupils a bad example, and is bad policy. Pupils will certainly not be punctual, if the teacher is not. They will be guided by his actions instead of his words, or rather they will estimate the value he sets upon his own instructions by the way he follows them. He will thus lose his power over his pupils in one of the most important directions in which he can ever influence them. But it is bad policy for him to be late, even for his own sake. He should be at the school at least a quarter of an hour before the time for opening in summer, and half an hour in winter. If pupils are allowed to be disorderly in the schoolhouse before the arrival of the teacher, it need not surprise any one to find them difficult to control during school hours. Individual morning greeting for each pupil is one of the best ways for gaining an influence over the class. Their peculiarities of temperament may be recognized and treated better in the morning than at any other time during the day.

13. It is a Mistake to be Careless about Personal Habits.—The teacher should be in all respects a model for his pupils. His manner and habits are sure to be imitated by them. The best lessons he can give on cleanliness and tidiness are

not lectures, but good examples. He should be more than a pattern, however. He should talk a little about manners, habits, methods of dressing, etc., and he should act a good deal. Inspection, without being a formal ceremony, ought invariably to be made daily. The boots may be noticed in line before school; the faces and dress at the first "Good morning" glance; and the hands and nails during writing hour. All may be noted without having a set time for critical inspection. Delinquents, after having been carefully warned previously, ought to be sent out to attend to the matters neglected. If it be a small matter it may be attended to in the lobby, where the school apparatus for washing, etc., is kept. If a pupil often fails in any particular he should be sent home, after the matter has been brought to the notice of the parents. All parents, whose good opinion is worth having, will be under an obligation to a teacher who calls their attention in a considerate way to any bad habits on the part of their children.

14. It is a Mistake to Sit Much while Teaching. —It is better for the health to stand and move as much as may be done without disturbing the class. The ceaseless tramp, tramp, of some teachers while speaking to their pupils should be avoided. A teacher has more control of his class when stand-

ing than while seated. He is also certain to be more lively and energetic in teaching.

Of course, if he feels wearied, he should sit down for a while. Ladies especially should rest by sitting.

15. It is a Mistake to give a Command when a Suggestion will do Instead.—Suggest and recommend any improvement in dress, style, manner, conduct, or in any department of school work or management, giving reasons in a clear manner, and at least one-half of your pupils will carry out your suggestion, either to please you, or because they are convinced that they will be benefited by doing so. With one-half on your side, it will not be very difficult to establish a public opinion in a quiet way (the quieter the better) in favor of the change. The seeds having been planted, let them grow. You only need to be patient and the good work will spread. Probably only two or three in a school will require much pressure to lead them to do what is desired if the teacher manages with tact.

16. It is a Mistake to Allow Pupils to be Frequently Troublesome without Notifying their Parents.—It is an axiom that parents and teachers should work in harmony. So far as is possible and judicious, the school discipline should correspond to that of the home. The teacher should respect the rights and opinions of the parents, and they

in turn should sustain the authority of the teacher. These desirable ends can only be secured by some system of communication between the parties concerned.

There are always in a school a few pupils who, without being guilty of any offences of a very serious character, give the teacher a vast amount of trouble. No other class of pupils causes so much worry and annoyance as these, and after a time it often becomes necessary to take decided action and administer punishment of some kind. The punishment, whether by suspension or otherwise, is of course much too great for the last act of wrong-doing. The last transgression is merely "the last straw that breaks the camel's back," the penalty "covers a multitude of sins." The parent of the offending child makes enquiry as to the cause of the punishment, and receives from his own child or from others, if he asks them, a statement of the last offence only. He naturally concludes that the teacher is unreasonably severe, if not excessively unjust; and, unfortunately, in too many cases, he expresses his opinions in an emphatic manner in the presence of his child. Sometimes indeed, he makes known his sentiments in a highly dramatic manner before the whole school. In either case the result must be a loss of respect for the teacher on the part of his pupils. Nor can the parent be blamed for the difficulty,

unless he has been faithfully notified of the previous wrong-doings of his child, as they accumulated. These notifications should be on paper, and they should be returned to the teacher signed by the parent, and kept for reference when necessary. If the pupil is old enough it is preferable that he should write the note according to directions given by the teacher. This will save the time of the teacher, and have a good effect on the pupil. Of course, in most cases, such a note should be signed by the teacher, not the pupil. Occasionally, the communication may be from the child himself.

17. It is a Mistake to Annoy Parents Unnecessarily.—When calling the attention of parents to any bad behavior of their children, or notifying them of any carelessness, or inattention to the cleanliness or tidiness of their dress or persons, the teacher is often unnecessarily sharp and unkind in his language. So far as it is possible to avoid it, the feelings of parents should not be wounded at any time by the teacher. He cannot hope to govern his class easily and in a proper way, unless he has the sympathy of the parents, and he cannot have that if he is discourteous or inconsiderate towards them. Conciliation should be his motto. Respectful or even deferential interviews or correspondence will work wonders in awakening an interest in school matters on the

part of parents, and in securing their co-operation and support. The teacher who can say to a parent, "I regret that Tom is absent so frequently; he is a bright boy, and it is worth a great effort on your part to send him regularly," or "It is a pity such a good-looking boy as James should ever forget to wash his face and comb his hair," will readily secure his object, without in any way making the parents feel humiliated. The "bright" and "good-looking" will never seem out of place to the parents, and they remove the sting from the teacher's complaint.

18. It is a Mistake to Show Temper in Dealing with Parents.—Teachers will very often have great provocation to anger, on account of the injustice and sometimes the rudeness and impertinence of parents. They will write the most cruelly unjust accusations, and make the most bitter remarks about "paying taxes to keep the teacher in bread and butter," etc. They will even come to the school to browbeat and abuse the teacher. Under all these and similar circumstances he is the best manager who shows a calm and deliberate nature. He cannot be blamed for feeling anger, but he must not show it. He should remember that the parent, in nearly every case, reasons correctly, according to the information he has received. He has heard only one side of the case, and that is usually greatly exaggerated,

if not grossly misrepresented. True, he should not decide until he has heard both sides, but affection for his child, whom he regards as unjustly treated, and whose rights he as a parent is bound to maintain, makes him forget this. He receives the child's statements as facts, and naturally gets excited. It is safe to say that very few parents get angry at teachers without sufficient reason, if the child's evidence be taken as correct. Granted that the facts are as stated, the reasoning of parents is nearly always right, and their anger but the expression of their chivalrous feelings, as the natural protectors of their children. But the facts are not usually as related by pupils. Without being guilty of any deliberate falsehood, they are not likely to give a correct account of a punishment they have received, or any circumstances with which they are directly connected. Herein lies the secret of the teacher's power over angry parents, if he uses it judiciously.

If an indignant parent finds an angry teacher, he receives the clearest proof possible that the teacher is unreasonable; and is certain to obtain sufficient evidence to corroborate his child's statements. An angry teacher will do as any other angry person does. He will be sure to say something unkind or unjust, and in this way give the parent, what he had not before, a good ground for complaint.

If the teacher is cool, and in correspondence or by personal interview shows the parent that his child's version is incorrect, his victory is speedily secured, and one such victory is sufficient. A parent so convinced is convinced forever. Now, no teacher can make a parent believe his child to be guilty of misrepresentation, unless he first convinces him that he is absolutely impartial, and without the slightest trace of animosity or prejudice against him. He cannot do this if he shows any temper in his dealings with the parent. If, however, his manner is firm but quiet, and his language definite but moderate, he at once relieves the parent of the impression that he has a prejudice against the child, and the matter is amicably settled. The teacher cannot achieve so complete a triumph in any other way. He does not merely defeat an enemy, he secures a friend.

19. It is a Mistake to Dispute with an Angry Parent before the Class.—If the teacher gets angry too, the pupils witness an unseemly quarrel; if he does not, some of his class will think he is afraid. In either case the work of the school is interrupted, and the respect of the pupils for the authority of the teacher is lessened. They cannot regard his power as very great, if a parent may come and question it in an offensive and contemptuous manner. If a parent comes for an ex-

planation of any misunderstanding in regard to school management, the teacher should receive him courteously at the door, give his class some work to occupy it for a few minutes, and step outside to make the necessary explanation. If the parent is exceedingly unreasonable, the teacher should quietly inform him that his time must now be devoted to his class, but that if he will call again after school, or receive a call from him, he will gladly give the matter full consideration.

20. It is a Mistake to make Spiteful Remarks before the Class about Notes received from Parents.—It shows a petty spirit to do so, and allows the class to see that the teacher is annoyed by the remarks of the parents. His dignity is lowered, and when his pupils are not in his presence they will laugh at him. It is unfair to parents to read their notes, or part of them, before a class. These notes are private communications, and as such they should be regarded as too sacred for public comment.

21. It is a Mistake to neglect opportunities for arousing the Active Co-operative Interest of Parents in some School Enterprise.—Sympathetic interest, like every good, is best developed by activity. We are most interested in those persons or institutions for which we have done most. Devise as many reasonable ways as possible to

afford opportunities for parents to do something for or in connection with the school. Have annual picnics, games, drill and calisthenic exhibitions, tree and flower planting days, school processions, evening entertainments, etc., and give the parents some share in preparing for them and in carrying them out. Arouse an interest in a school library, a school museum, and school art. Be what every teacher, especially in rural districts, should be, the centre of inspiration towards intellectual and artistic culture for the district in which your school is situated.

CHAPTER II

Mistakes in Discipline

22. It Is a Mistake to Try to Teach without having Good Order.—No teacher should think of teaching at all until he has established between himself and his class a perfect understanding regarding this matter; until he has clearly shown his pupils that it is necessary that one person should be the centre of authority, and that he is the person entitled to that position by virtue of his office, his superior intelligence, experience and force of character. Without order in his affairs and among those he employs, no business man can hope to be successful. Without the perfect order called discipline in an army it is a disorganized mob, incapable, unmanageable, and at the mercy of its foes. Without order, pupils cannot give attention, without attention they cannot learn. The most important effect of order is its influence on the characters of the pupils. Without order in a school, at least one-half a teacher's power is wasted, partly through the inattention of the scholars, and partly in reducing the disorder to what some teachers regard as endurable

limits. Experience has proved this, and therefore every good teacher insists on having good order before attempting to teach. "The husband who starts in his matrimonial career as lieutenant never gets promotion." A teacher is rarely promoted in a school in which he has not earned his position at the close of the first day. There is a lamentable weakness about a teacher who allows his scholars to form the public opinion of his school, and establish its character independent of him.

23. It Is a Mistake to confound "Securing Order" with "Maintaining Order."—Many teachers forget, when taking charge of a new class, that they are dealing with strangers, on whose sympathy and affection they have no claim. They often lose control of their pupils on the first day by practising the very principles which are of highest service in securing the best discipline. They appeal to instincts which are slumbering and to motives which, so far as they are concerned, have no existence. Pupils are at school on the opening day to study the "new teacher," not their lessons. Like their seniors, they will regard mysterious silence as profundity, and a self-contained manner as indicative of great reserve power. No rational teacher should expect to win the love of his pupils at first sight. During the first few days his great aim should be

to show them by his actions and manner, not by words, that he understands himself, his pupils, and their relations to each other. He is sure to make a good impression if he carries out the following rules:

1. He must be definite in all he says and does.

2. He must give his pupils constant and varied work in their studies of a kind that they can do, not new work. Time tests in arithmetic and contests in working long examples in the simple rules, matches of various kinds, and other plans for inducing energetic work should be practiced freely during the first few days. The pupils must be occupied with work, and work they know how to do. They are never so happy as when so engaged.

3. He must show that he can see everybody at all times, and that it is impossible to do wrong without being detected.

4. While he should avoid punishing if possible, he must be decided in inflicting punishment for the repetition of an intentional offence. A punishment promptly and coolly given on the first day may assist materially in doing away with punishment afterwards.

5. He must prove that he is master of the subjects he has to teach.

6. He should be alert, pleasant, unconvential and sympathetic.

24. It Is a Mistake to Suppose that Children Like to Have their Own Way at School.—No greater mistake could be made. Children like order better than disorder. So would all grown people, if they had been properly trained at school. Children are most joyous and happy, and therefore most thoroughly educated, in those schools where the discipline is strict without being severe. There is no quicker way for a teacher to lose the respect of his pupils than by over-indulging them. They will not chafe long under just restraint. Control develops reverence.

25. It Is a Mistake to Think that Order Means Perfect Quiet or Stillness.—Many classes are quiet through sheer listlessness or dullness. What is needed in a school is the order of life, not the order of death. Order means having every child in the school attending to his own duty, and attending to it, of course, in the quietest possible manner. So long as no individual in a school is attending to another's business, or doing anything to attract the attention of any other person, efficiency should not be sacrificed for the sake of silence. A good breeze is all right if it does not come in squalls. Perfect order may be quite in harmony with a considerable amount of noise. In a factory, for instance, although the noise of machinery may be deafening, and the bustle of workmen may appear quite confusing to an out-

sider, everything is usually in the most perfect order. Order does not necessarily mean repression. The order needed in school is work systematized. This is genuine order, the only kind that will last.

26. It Is a Mistake to Try to Startle a Class into being Orderly.—Some teachers strike the desk; stamp on the floor; call "Order, order, order!" or ring a bell to cause quietness. A thunder-clap startles us into stillness for a few moments, but even thunder would soon lose its effect, if controlled by some teachers. Disorderly pupils should be directed, not terrified. It would be a poor way to calm a nervous child by firing a cannon near it. A teacher must be deliberate, not impulsive and explosive. If he wishes to secure good order, he must be orderly himself. Attention gained by making any sudden noise is only of a temporary kind. The noise of the pupils yields for a time, but very soon it re-asserts itself. To be valuable attention must be fixed. Teachers should, of course, never forget that giving fixed, active attention is an exhaustive exercise, and that relaxation in some form—music, free gymnastics, or both combined—should be given to pupils at frequent intervals.

27. It Is a Mistake for the Teacher to try to Drown the Noise of his Pupils by making a Greater Noise Himself.—Some teachers attempt

to force out disorder by talking in a loud tone and in a high key. They may avoid hearing any noise except that made by themselves in this way, but they are certain to increase the noise made by their pupils. The pupils will have to speak louder in order to hear each other. A low tone is much more certain to produce quietness than a high tone. There are certain noises which render children nervous and irritable. The noise made in filing a saw, and that made by a teacher talking in a high key, are two of them.

28. It Is a Mistake to Call for Order in General Terms, However Quietly it may be Done.—Disorder always begins with one or two, and no rational teacher allows it to proceed until it has spread throughout the whole class before stopping it. It should be quieted as soon as it commences. This should be done by a meaning look, a question quietly asked, or in some natural way that will attract the attention of no person but the one immediately concerned. It is bad enough that the disorderly pupil should lose his time, without compelling the whole school to listen to an absurd method of quieting him.

29. It Is a Mistake to be Demonstrative in Maintaining Discipline.—Some machines make a perpetual jarring noise while running. Some schools are disciplined in such a way as to make them really disorderly. Teachers are often dis-

orderly in attempting to secure order. They may succeed in obtaining a kind of discipline, but they lose much valuable time in getting it; and when secured it lacks many of the beneficial influences of good discipline in forming the characters of the pupils. Visitors at schools will frequently hear the teachers cannonading their pupils with such orders as these: "Take down your hand, sir"; "Turn around in your seat, James"; "Sit up, Mary"; "Attention, Susan"; etc. These are commands, and the wise teacher will never even make a request when a suggestion will accomplish his purpose. There is one result always noticeable in schools in which the teacher has to resort continually to the above method of controlling his class. His work is never done. The supply of disorder never runs out. In fact, he does not notice and check in most cases one-half the wrongdoing that goes on, and at its best the order of the pupils is only indifferent. Even if the best of order on the part of the class could be secured by such means, the disorder of the teacher would neutralize its good effects.

There are classes always in order, whose teachers do not seem to be controlling them at all. The teacher is teaching and the pupils attending in a quiet and respectful manner, when a visitor enters, and he leaves after a stay of a couple of hours without having heard a single child named

in connection with the violation of a rule of any kind. The teacher was controlling the class, but neither class nor visitor was painfully conscious of the fact.

What causes the difference between the two classes? Is the noisy, restless, forgetful class to be blamed for its condition? Certainly not. The teacher is responsible in every sense. Let the two teachers exchange classes, and after a couple of weeks the pupils will have altered their characteristics. One teacher strives for order merely for its own sake, the other maintains discipline that he may teach. One talks, preaches, and scolds about order, and demands it with threats of impositions or punishments in case of refusal or neglect by the pupils; the other secures "the silent co-operation of natural laws, by good organization, by careful forethought, and by quiet self-control."

It may be said by some, that the power of governing without apparent effort is a natural gift, possessed by few, and beyond the acquisition of those not so blest by nature. Undoubtedly some possess this power to a greater extent than others, but all may learn the principles that underlie good government; and no one should presume to teach, until he is able to practice those which are essential.

The methods of securing order on first taking charge of a class may vary, as they will depend to a considerable extent on circumstances, but good discipline can only be maintained by the most careful attention to the physical comfort and the natural tendencies and characteristics of the children.

30. It Is a Mistake to Use a Bell as a Signal for Order.—It is purely a time or movement signal. Even the occasional ringing of the bell for order is a mistake. It disturbs every pupil, while perhaps only two or three are offending, and after a time loses its effect, because it speaks directly to no one, and gives in general terms to the whole class what should be given particularly to certain individuals. The bell is a valuable aid in securing discipline. It may be used with great profit instead of the teacher's voice, as a signal for commencing, changing, or closing exercises; or for standing up, sitting down, assembling, dismissing, etc., but it never should be used to give a direct command for order. It should never convey a command that does not apply with equal force to each member of the school or class.

31. It Is a Mistake to be Variable in Discipline.—Some teachers are intermittent in their exercise of "will-power." They are fully charged with energy and force one day, but seem to have lost connection with their character batteries on the

next. Steady, even, regular, uniform control is the kind required. In the schoolroom and in the yard the teacher's influence should be supreme, whether he himself is present or absent. He must never be a tyrant, he should always be a governor.

He should carefully study his proper social and legal relationship to the pupils, their parents, and the school authorities. He should stand on a foundation of solid rock, and be ready for prompt action in cases of emergency. Promptness and deliberation should go hand in hand. Promptitude and haste or excitement are not synonymous. Hesitation and timidity on the part of a teacher will stir to life germs of rebellion which otherwise might have been left to die for lack of nutriment.

While a teacher should always pay due respect and attention to the advice of his friends, he should never allow either the counsel of friends or the opposition of foes to make him deviate from the course which he knows to be the right and just one. Many men fail because when a wave of opposition meets them they feebly yield to its power and aimlessly drift with it; when if they had met it bravely and remained firm it would soon have passed them and left them better for its washing. The teacher may yield many times with profit to his school and himself, if he

does it gracefully, but he can never do so when the question of control is at stake. He must then assert his "will-power" in a most determined manner, without making himself offensive or tyrannical.

32. It Is a Mistake to be Satisfied with Order which Lasts Only while the Teacher is Present.— There are teachers who control their pupils merely by the exercise of "will-power." It is necessary to do so sometimes, especially when the teacher has lately taken charge of the class. The teacher's "will-power" should always be held in reserve for an emergency, but he should control his class by the expenditure of the smallest possible degree of it. His engine should not always be running at its highest pressure. The pupils have powers of self-control which require development; and they need to be trained to do right from a sense of duty, not merely from the consciousness of subordination to a superior will, or fear of punishment, when the teacher is present to detect the wrong.

Many boys go astray after leaving home, because they have been controlled by the sweetness of a mother's nature, or the strength of a father's will. In either case they were not acting on principle in doing right, and the element of self-government was not properly developed in them. Their restraining influences were external to

themselves, hence they were rudderless on removing beyond the power of their controlling forces.

The same result is found in many a school whose pupils are fairly orderly in the presence of the teacher, but uncontrolled when he leaves the room. The remedy is to be found in using influences external to the pupil as sparingly as possible, and developing to the fullest extent those which may be awakened in the pupil himself.

33. It Is a Mistake to give an Order without Having it Obeyed by all to whom it is Given.—A great deal of disorder exists in some schools, because the teacher while changing exercises, or dismissing his class, does not wait to have one order obeyed before giving another. Whether the signals be given by word of mouth, by numbers, by touching a bell, or otherwise, every pupil should have fully completed the motion indicated by "one" before "two" is given. If any other course is adopted, confusion and disorder are inevitable, and the pupils learn to pay little attention to the teacher's command.

Obedience to an order and submission to a rule may be quite different. The one should be prompt and decided, the other should be intelligent and voluntary.

34. It Is a Mistake to Treat Pupils as though they were Anxious to Violate the Rules of the

School.—If a teacher does not respect his pupils, they will not respect him. Confidence is necessary on the part of both teacher and pupils. A threat implies that the teacher does not trust his pupils, and prevents the class having sympathy with him. "It is better to assume that your pupils will be eager to carry out your wishes, and so impose upon them the obligation of honor, than to take it for granted that the only motive which will deter them from disregarding your wishes will be the fear of a penalty." Blind confidence must, however, be distinguished from honest trust in those who have not proved unworthy.

35. It Is a Mistake to Make Too Many Rules.—Some teachers make so many rules that they cannot remember them themselves. Their pupils forget them, too, and violate them without intending any wrong.

The breaking of a law should be a most serious offence. Children will not be very good citizens, if they regard the violation of laws as a trifling matter. They cannot avoid coming to this conclusion, if a teacher has so many rules that he forgets to punish for neglecting them; or if they are of so unimportant a character as not to command the respect of the pupils.

There should be a few cast-iron rules beginning with "Thou shalt," or "Thou shalt not." The

rules should state general principles, and each one should cover a whole class of specific acts.

Rules in detail should not be formulated in a code either written or printed.

No rule should be issued until some wrong-doing makes it necessary. The very prohibition may suggest the wrong course to the pupils.

Pupils should learn rules as they should learn everything else, by experiencing the necessity for them, and by putting them in practice as they learn them. The rules that will be best learned, and most consistently obeyed, are those that are not spoken or written or printed, but regularly acted by the pupils under the guidance of a wise teacher.

The pupils should have the reasons for rules explained to them so far as to enable them to see their justness; indeed, judicious teachers may allow their scholars to assist them in framing rules.

While the teacher should issue as few restraining rules as possible to his pupils, he must not neglect to define clearly their duties towards each other and to the school, nor to explain fully the nature and results of the offences which they commit. He should be especially careful to show that the evil of conscious violation of rules is more disastrous in its influence in weakening the

will and conscience than in injuring the discipline of the school.

36. It Is a Mistake to Speak in Too High a Key.—Probably no other error increases the fatigue of the teacher and the disorder of the class to so great an extent as this. Children soon cease to attend to a teacher with a loud voice pitched in a high key. It is not surprising that they do so. A loud voice soon becomes monotonous, and loses its influence in securing attention and order. It has, indeed, a positively injurious influence on a class in two respects:

1. It induces a corresponding loudness and harshness of tone on the part of the pupils, and leads them to speak and read in a forced, unnatural manner. In this way their voices lose all their sweetness and half their influence. "Loudness," says Emerson, "is always rude, quietness always genteel."

2. It produces an irritating effect on the nervous systems of children, which prevents their being quiet and attentive.

The voice should be pitched rather below than above the natural key, and used with only moderate force in the schoolroom. It is then much more impressive than a high, loud voice, and infinitely more effective in securing good discipline. Children will learn much more rapidly, too, if

the teacher speaks in a quiet, conversational tone.

It must be remembered, however, that weakness of voice must not be confounded with good modulation. Weakness of voice indicates some corresponding weakness in body or character. Proper modulation, on the contrary, conveys the impression that the speaker thoroughly understands himself and his surroundings, and has a large amount of reserve force ready for any emergency. Decision and sternness are not synonymous.

37. It Is a Mistake to try to Force Children to sit Still even for Half an Hour in the Same Position.—It is right to insist that all the pupils shall sit in a uniform position while engaged at the same lesson. It is wrong even to allow them to sit for a minute in ungraceful or unhealthful positions. The teacher cannot be too exacting in these particulars, but the same position should not be continued too long. This is especially true in the case of little children, whose bones are not hardened. The muscles will weary of sustaining the weight of the body in any position too long, and the weight being thrown on the flexible bones will bend them out of their proper shape.

The judicious teacher will not attempt to restrain the restlessness of junior children, but give it a natural outlet. There is no other outlet

so good as light calisthenic exercises, or plays accompanied by singing. These are exceedingly interesting to the pupils, and give the needed exercise and change to the muscles that have been wearied in one position.

38. It Is a Mistake to Allow Undirected Play in the Schoolroom.—There are many stormy days, when no reasonable teacher would compel his pupils to go out at recess. Instead of doing so, it is the custom in good schools to allow the pupils to have their recess in the schoolroom. It is desirable that a recess should be given for relaxation from study. The hygienic laws relating to both mind and body demand frequent rests from labor. If they were more frequent in schools, and of shorter duration, there would be more work, less scolding, and better order in them. Relaxation and unrestrained play are not synonymous, however, nor is the one the natural consequence of the other. If children play as they choose in a schoolroom they are certain to make too much noise, and endanger the safety of desks and other school property. The worst effect of such a license is the loss of a proper feeling of respect for the schoolroom. While children should not regard the schoolroom as a place of solitary confinement, or look upon the teacher with dread, they should feel that there are proprieties of conduct and manner inseparably connected with entering the outer door of a school

building. They should never be allowed to play unrestrictedly even in the halls of a schoolhouse. They may be allowed to converse, or even to move around the room in a quiet and regular manner. There is no harm, for instance, in pupils of the same sex walking in couples around the outside aisles during the recess, provided they all walk in procession in the same direction, and with a slow, measured step. Pupils may very properly be taught by the teacher to march at these times, or they may perform calisthenic exercises in time with singing. Promiscuous playing around the schoolroom should be prohibited also on the part of those pupils who wish to remain in at noon, or who arrive too early in the morning. It is best, if possible, to have assembly rooms in the basement of the building, but if these cannot be secured, one room should be set apart for a lunch or assembly room. A teacher should always have charge of it, and pupils should understand clearly that good behavior is the one condition on which they are allowed to remain in it.

39. It Is a Mistake to Lose Sight of the Class.—Control asserts itself chiefly through the lip, the tongue and the eye. They should be used in the inverse order to that in which they are named. The eye should be the exclusive medium of control, as far as possible; the tongue may be called to its aid in cases of emergency; the lips should be

used very sparingly. The lip expresses firmness, combined with scorn or contempt, and these are sure to stir up active antagonism, rather than submission. A pupil may be, and often is, forced to yield without full obedience. The eye alone can convey a message of power and conciliation at the same time, and these are the elements of genuine control.

If a pupil feels that his teacher's eye is constantly and quietly taking note of all that is going on in his class, he cannot fail to be conscious of its controlling power. Unless he is defiant or exceedingly thoughtless, he will need little more than the teacher's untiring and kindly eye to restrain him. The eye can be cultivated and its range of vision greatly widened. Few teachers have the power to see every pupil in a class of fifty at the same instant, but every teacher may acquire the ability to do so. It is astonishing to what extent clearness of lateral vision may be developed without rolling the eyes from side to side. The influence of the eye is neutralized by an uneasy, nervous movement or fixed stare. The seeing should be done without any apparent effort, but it should be done, and done unerringly. Even when using the blackboard the teacher should avoid turning his face too long from his class.

40. It Is a Mistake to get Excited in School.—A man opens the gates of his stronghold when he becomes angry. A teacher to exercise control, must be calm and patient. The quality of "will-power" is of great importance, the quantity of it at a teacher's disposal is of far more consequence. It must wear well. There is a dignity and a majesty in the patient assertion of the right and the ability to control, which never fails to command respect. It is well, especially when taking charge of a new class, not to try to compel absolute order too suddenly. So long as pupils are really trying to do what the teacher wishes, he will, if a reasonable man, overlook slight offences, until good conduct has become a habit.

Obedience on any terms is better than disobedience, but willing obedience must be secured by the teacher if he wishes to benefit his pupils. If "will-power" is exerted in a noisy and violent manner, it is offensive; if it is of the fussy kind, it excites ridicule. It must be calm, if it would secure control beneath whose placid surface no rebellion lurks in ambush.

41. It Is a Mistake to Ridicule a Pupil.—It is wrong to do so for bad conduct, neglect of lessons, or any breach of school discipline. The pupil so treated loses to a certain extent the respect of his classmates, and, what is of more consequence to himself, he frequently sinks in his

own estimation. Sarcasm inflicts a poisoned wound which does not heal. No personal or family weakness or peculiarity ought to be publicly referred to by the teacher. Do not make a pupil lose his own self-respect, or expose him to contemptuous remarks by his companions. To ridicule a feeble attempt, may prevent a stronger effort.

42. It Is a Mistake to Punish Without Explanation.—Teachers sometimes say, "Smith, take a misdemeanor mark," or "Mary, stay in at recess," or "Brown, hold out your hand," etc., without taking time to explain why the mark or the prohibition or the whipping should be given. "It would waste too much time; I could do very little else in my school," is the justification given for such a course. This answer is likely to be correct in schools in which such a method of punishment is adopted. The teacher who adopts such a course will soon have sufficient reason to conclude from his standpoint that explanations would waste time.

Punishment is a judicial act, and it should be administered judiciously. A boy has a right to know why he receives punishment, before the punishment is inflicted.

If the teacher does not take the trouble to give him this explanation in a perfectly candid manner, he gives the pupil just cause for regarding

him as a petty tyrant, who punishes merely for the personal gratification it affords him. Punishment produces good results, not according to the amount of pain caused, but in proportion to the clearness with which pupils see the nature of the offence and the justness of the penalty. Pain by itself causes anger, resentment, and a desire for revenge; therefore no teacher should cause pain without taking care to neutralize its evil effects. Whipping alone is brutal and brutalizing. A pupil who receives such treatment naturally grows sullen, and becomes doggedly resentful. He believes that his teacher has a dislike to him, and he cannot be blamed for coming to this conclusion. It is the teacher's fault. Parents get their impressions of the teacher from their children, and so he loses the confidence of both pupils and parents. There is nothing that parents so quickly resent as injustice to their children. Whether the injustice be real or imaginary is not of the slightest consequence so long as the impression is made on their minds. The teacher's influence is often weakened, therefore, by causes which he has himself set in motion. He is shorn of more than half his power if the parents of his pupils lose confidence in his unswerving justice. One of the quickest ways to secure the distrust of the public is to inflict punishment of any kind and leave the pupil to decide

its causes, as well as to suggest the teacher's motive.

It is well to remember that the pupil directly concerned is not the only one interested in the punishment. Great care should be taken to make the whole class see the fairness and justness of the punishment before administering it. They should not be allowed to think that they have a right to decide that punishment shall not be given by the teacher as he deems proper; but they should be led to understand very clearly, that the teacher punishes solely for the benefit of the individual and the general good, that his decisions are uniformly and impartially based on equitable principles, and that he is always ready to state his reason for awarding punishment of any kind. If the class does not approve of the punishment, evil results are produced.

Punishment inflicted hastily will often be unjustly given. If the teacher cannot explain satisfactorily the reason for a punishment, he should doubt the propriety of imposing it. The attempt to state his reasons may often lead him to modify his decisions. Horace Mann says: "I confess that I have been amazed and overwhelmed to see a teacher spend an hour at the blackboard explaining arithmetical questions, and another hour on the reading or grammar lesson, and in the meantime, as though it were only some interlude,

seize a boy by the collar, drag him to the floor, castigate him, and remand him to his seat; the whole process not occupying two minutes." A certain amount of formality should accompany the infliction of punishment.

If marks be given, the marking-sheet on which are entered the marks for misconduct or imperfect lessons, should always be hung near the door, so that the pupils in passing may see at a glance if any mark has been accidentally or incorrectly placed opposite their names. Only in this way can full confidence be established in the accuracy of monthly reports to parents.

43. It Is a Mistake to Whip for Disciplinary Purposes Merely.—Whipping should be used as a reformatory agent only. The teacher who resorts to frequent whipping, as a means of securing discipline, is either excessively lazy or weak. He can have very little tact or will-power. The good order of the classes varies with the amount of whipping done, in inverse ratio. Much whipping, bad order; little whipping, better order; least whipping, best order. This will be found to be the experience of all who have given the question a fair trial. There are some who have relied for many years solely on whipping, and who have, therefore, no other means of control but the cane. They and their pupils are to be pitied. They

were never qualified or trained to perform the high duties of teachers.

When teachers have properly studied child life and their own higher powers of guiding it, children will not be subjected to the indignity of corporal punishment. Corporal punishment can never be the best means of reforming a child's character. Whipping is the most ineffectual means for developing the image of God in a child.

44. It Is a Mistake to Whip Pupils in a Merely Formal Manner.—Some teachers hold that the disgrace of receiving punishment constitutes its chief restraining power. This is a grievous error. If the opinion were a correct one it would be one of the strongest reasons against corporal punishment. It is certainly not the teacher's aim to bring disgrace on his pupils. Boys laugh at the credulity of a master, who takes it for granted that they feel intensely humiliated by a whipping.

45. It Is a Mistake to Punish by Pulling a Child's Ears, Slapping his Cheeks, etc., etc.—Punishment should subdue. The horrible idea that the chief object of punishment is to cause pain is not accepted by modern teachers. The punishments referred to above always cause rebellious feelings, and nothing but the comparative weakness of the pupil ever prevents his prompt resentment of such an indignity by the personal chastisement of the teacher. Such punishments are improper—

1. Because they indicate haste, bad temper and inhumanity on the part of the teacher.

2. Because they are inflicted without any previous explanation to the pupils of their necessity and justness. Explanation should precede punishment.

No teacher should ever torture his pupils by pinching, etc., or by compelling them to keep the body in an unnatural position.

46. It Is a Mistake to Allow Whispering on the Plea of "Allowing Pupils to assist Each Other."—Whispering during study hours is an unmitigated evil, and those who permit it commit a grievous error. There are some who, seeking for a justification of what they are too weak or too indolent to prohibit, defend whispering on the plea that "pupils should be allowed to assist each other in their work." This plan is fallacious, for two reasons:

1. Whispering cannot be restricted to the limit named.

2. Children cannot teach each other well.

Is the art of teaching so simple that every child is capable of practicing it? No, indeed. Few adults naturally possess the power of teaching, and it requires a long and careful course of training to make a man of average ability and good culture even a fair teacher. How ridiculous then to allow every pupil to assume the duties of a

teacher, when he chooses. But, if the plea is a good one, we must allow all pupils the privilege, for it will not do to show partiality. There can be no favored few with unsealed lips, while those of others are locked.

What good would result, even in the higher classes, if the pupils were allowed to assist each other? Brown cannot work his example, and calls on Smith, who sits beside him, for help. Smith tells him what to do. Has Brown been developed in any way by the process? Will he always have Smith at his side through life to tell him when to multiply, divide, etc., in solving his business problems?

The teachers who allow this telling process to be performed by their pupils would be shocked to find them copying from each other, while solving their problems. Wherein lies the difference? Telling is a noisy method of copying. Their results, so far as securing answers and the mental growth of the pupils, are the same. If either plan has the advantage in securing the advancement of the pupil, it is undoubtedly copying, because Brown must do more work for himself if he copies, than if he is told by Smith. Copying is also the quieter method, and of the two evils is decidedly the less objectionable.

47. It Is a Mistake to Continually Repress the Activities of Childhood.—There are three classes

of educators. One dams up the fountains of the free tendencies of childhood, and turns the stagnant waters back upon the childlife, so that they drown it out; another goes to the other extreme, and says, "Let Dame Nature have her way unrestrained, let childhood unfold itself." He lets the waters flow freely enough, but unfortunately they sometimes have a natural tendency to flow in wrong directions. Like real water, they flow down hill, and far too frequently transform what might have been a fertile valley into a marsh. The proper method recognizes the necessity of a full development of the natural faculties and the free exercise of them, but gives them direction without seeming to do so. It selects the channel in which the stream should flow, and inclines each little rill of character in that direction, so that as the stream flows onward it gains more breadth and depth and momentum, until it becomes a mighty river, bearing on its bosom freights of blessing toward the great sea of life.

Some teachers are horrified if pupils laugh in the schoolroom. The discipline that cannot stand a good laugh frequently is unnatural and unsound. Giggling and tittering should be forbidden as unbecoming, but a genuine hearty laugh, indulged in by both teacher and pupils for a proper reason, may be repeated often with the best results to the discipline of the school.

CHAPTER III

Mistakes in Method

48. It Is a Mistake to Ask Questions of Pupils in Rotation.—Many commence at the head of the class, facing the pupil there, and after questioning him as though he were the only pupil in the class, they deal with number two in a similar manner, and so on to the end of the class, if happily that be reached before the time for closing the lesson. They can teach but one at a time. The class of such a teacher should consist of one little pupil, so that he could see the whole of it at once. If questions are asked in rotation, a pupil, after answering his question, may discuss the circus, or the last lacrosse match, or the next baseball match, or any other topic that may chance to come into his mind, until his turn is coming again. It is impossible to maintain good order in a natural way by such a method of questioning.

49. No Pupil Should Ever Know who Is Likely to be Asked a Question until it has been Stated.—

No name should be mentioned, no motion made or look given, to indicate who is to answer, until the question has been asked. Many teachers while proposing a question, make the mistake of looking steadily at the pupil whom they expect to answer. This should be so carefully avoided as to leave every pupil completely in the dark as to the intentions of the teacher. Each pupil should know that he may be asked to answer every question. Everyone will thus be compelled to attend.

50. It Is a Mistake to Repeat a Question for the Sake of those who do not Hear it the First Time.—To do so is simply an extra inducement to the scholars to be inattentive. If a pupil knows that your question is only to be asked once, he will listen to it the first time. If he knows that, when you wish him to answer, you will shake him to get his attention, and then repeat your question, he will wait for the shaking. A pupil deserves reproof for not knowing the question more than for not being able to give its answer.

51. It Is a Mistake to Look Fixedly at the Pupil who is Reading or Answering.—If there is one pupil who does not need watching, he is the one. He is certain to be attending to his work. We should attend to him with the ear, to all others with the eye. Many teachers, while teaching a reading lesson, divide their attention about equal-

ly between their book and the pupil who is reading. Such teachers never have good order or interested classes. A good teacher will not watch closely either the book or the pupil reading.

52. It Is a Mistake to be the Slave of any Text-books.—The teacher should understand principles, not certain statements, or rules, or examples. The teacher who merely hears recitations of words prepared in a text-book has a poor estimate of his true function. The pupils should be trained to do independent study by using their text-books, and the teacher should test the results of their study by requiring them to make a practical use of it. He should not be satisfied with knowing that they can use it with their tongues only. The text-book can never be a substitute for the teacher.

53. It Is a Mistake to Assign Lessons without Previously Explaining Them.—One of our most important duties as teachers is to teach children how to study, and what to study most carefully in connection with each lesson. To assign a lesson to a child without giving him some idea of its leading features; what you will expect him to know, or explain or prove next day; and how and where he can obtain most light on difficult parts, seems a good deal like sending him into a wilderness to fetch something he has never seen, and which you have not even described to him.

54. It Is a Mistake to Assign Much Home Work to Young Children.—The youthful mind should not be forced to make too great or too long continued effort in study. If a child's brain is actively employed for five or six hours per day in school, it must have nearly reached the "fatigue point" beyond which mental exertion is positively injurious. Physically and mentally it is better for the child to have but little home study until he reaches the age of thirteen or fourteen. Home study at any period should consist of work which the child can do for himself without the aid of the teacher. By doing it at home school time is saved and the pupil is allowed to do his fair share of the work of learning. It is of vital importance, however, that neither the ambition of the teacher nor the vanity of the parents should be allowed to dwarf the intellects of children by forcing them to make too great or too constant mental effort while young. There is no doubt that the majority of those who have attended the average school have had their faculties blunted by such a course. Professor Huxley says: "The educational abomination of desolation of the present day is the stimulation of young people to work at high pressure by incessant and competitive examinations. Some wise man (who probably was not an early riser) has said of early risers, in general, that they are conceited all the forenoon, and

stupid all the afternoon. Now, whether this is true of early risers in the common acceptation of the word, or not, I will not pretend to say; but it is too often true of the unhappy children who are forced to rise too early in their classes. They are conceited all the forenoon of life, and stupid all its afternoon. The vigor and freshness which should have been stored up for the purposes of the hard struggle for existence in practical life, have been washed out of them by precocious mental debauchery, by book-gluttony and lesson-bibbing. Their faculties are worn out by the strain put upon their callow brains, and they are demoralized by worthless, childish triumphs before the real work of life begins. I have no compassion for sloth, but youth has more need for intellectual rest than age; and the cheerfulness, the tenacity of purpose, the power of work, which make many a successful man what he is, must often be placed to the credit, not of his hours of industry, but to that of his hours of idleness, in boyhood."

55. It Is a Mistake to Assign a Lesson Without Testing the Class to See Whether They Prepared it or not.—To do so, gives pupils systematic training in neglect of duty. The act of assigning a lesson should convey to the minds of the pupils, without any words to that effect, the statement, "I will examine you on this portion of work at

our next lesson on this subject." Some teachers even forget or neglect to call for written exercises assigned for home work. Some call for them without ever returning them or reporting their criticisms. These teachers are training their pupils to be careless and indifferent, and often dishonest. They are also sinning against themselves, for they are certain in this way to secure the disrespect of their classes. Pupils soon detect the weakness of a teacher. They love system and definiteness of purpose. They respect a teacher who attends to his own duty thoroughly and at the right time. They lose confidence in a teacher who neglects duty.

63. It Is a Mistake to Assign the Same Home Work Regularly to All the Pupils in a Class.— The individuality of the pupils must necessarily be restricted somewhat during the day in school by class exercises. This is especially true in graded schools. The work done at home should be mainly chosen by the pupils. It should consist of study in departments in which the individual pupil is behind, and work in which he specially excels. The second class of work reveals the central power of each child to the teacher, and what is much more important it reveals his power to himself. Pupils will do gladly much excellent work if allowed to choose for themselves. The joy of their work is a most important element

in deciding their attitude towards work throughout their lives.

57. It Is a Mistake to Continue a Lesson Too Long.—The attention will flag if confined too long to one subject. The minds even of adults should be rested occasionally while studying. Variety in work aids in securing attention. Change of work gives rest and promotes the health of the pupils. Many of the physical disadvantages of school life result from a continuance of the same kind of work in one position until the work becomes uninteresting, and the position wearisome. Recreation at the end of each hour for five minutes will enable the student to make more rapid progress than he would otherwise make. The rests should come more frequently in junior classes. Two fifteen-minute lessons given at proper intervals are much better for little ones than one half-hour lesson. The business routine of changing classes may be made a means of natural discipline, and will be very useful especially in primary classes.

58. It Is a Mistake to Think that One Teaching of a Subject Will Be Sufficient.—It is necessary not only to repeat but to review. One of the most discouraging things in the experience of a young teacher is to find that, a month after teaching a subject, his pupils seem to remember very little about it. He may have labored faithfully and

skilfully to explain the mysteries of fractions, for instance; he may be proud, and justly proud, of his success: but if he rests satisfied with a fine explanation of the subject, he will find to his great disappointment that he has been writing in the sand. He should have regular reviews at times marked on his time-table, and in addition he should briefly review previous lessons before beginning a new one in any subject. The lesson of yesterday should be reviewed before beginning the lesson of to-day. It is only by thus repeating and reviewing that permanent impressions can be made.

"Practice makes perfect." It is equally true, and for a similar reason, that repetition makes remembrance. No teacher experiences so much difficulty in enabling his pupils to comprehend a lesson, as he does in impressing it upon their memories after it has been explained. Memory's track, to be fit for travel, must be well beaten. Memory, like a piece of polished metal, shines more brightly the more frequently it is burnished.

The teacher has two duties in regard to knowledge—to get it into the minds of his pupils, and to keep it there; to explain, and to fix the knowledge explained.

Explanation affords a teacher the widest field for the display of his individuality and teaching talent, but the permanency of his teaching de-

pends upon persistent repetition and reviewing. The old lady's rule for sweetening rhubarb: "Put in as much sugar as your conscience will allow you, and then shut your eyes and throw in a handful more," if slightly changed may be taken as a guide by teachers. We must repeat and review, and review and repeat until it seems absurd to repeat any longer, and then experience will show us the necessity for repeating and reviewing again. Of course there should be as much variety as possible in the methods of reviewing.

59. It Is a Mistake to Be Satisfied with Repetition at the Time of Teaching.—Some teachers repeat and have their classes repeat the facts taught, while teaching them, and rest contented with this. This repetition is frequently carried to such an extent as to weary the pupils and make teaching but a "mechanical grind of words." It is, moreover, the least effective kind of repetition. It is merely applying a second coat of paint before the first has dried. The repetition that fixes knowledge is that in which the mind retraces its steps, and familiarizes itself with what it has passed over. True reviewing does not mean a tedious wagging of the tongue."

60. It Is a Mistake to Substitute Repetition of Words for Repetition of a Process.—One repetition with the ends of the fingers is better than

ten with the tongue. Words may be mere sounds; sets of words may be fixed in the mind without producing corresponding feeling or thought. Our growth comes from repeated acts, not by storing our memories. In every subject the pupils should review by doing what will call into action the knowledge we wish to fix in their minds. The child's doing must be guided by his own mind, and an effort of will-action marks the mind much more definitely than any direct attempts at memorizing.

61. It Is a Mistake to Suppose that Detecting Errors Is Equivalent to Correcting Them.—Many teachers simply test the ability of their pupils to answer certain questions relating to the subject in hand. They ask the questions, and, if they are missed, they mark the results on the delinquent pupils themselves, or in the conduct and work register. Sometimes both methods of marking are adopted. The teacher seems to think that his whole duty is performed when he has wisely shaken his head and said "next," or "wrong," or passed the question to some other pupil. It is not enough to show a pupil that he does not know the answer or understand the subject.

62. It Is a Mistake to Be Satisfied with One Correction of an Error.—The teacher should repeat and re-repeat the questions that have been

missed. He should not, of course, repeat a question several times in succession. Time will not admit of consecutive repetition by the same individual. If several members of a class have failed to answer a question properly, it is quite right occasionally to have the answer given in rapid succession a few times by the class simultaneously. When an error has been made and corrected by the pupil who made it, the same question should be given again to him a few minutes afterwards. Impressions are rooted, and errors eradicated, by repetition. Whenever it is possible, as in spelling, composition, etc., for the pupil to make a list of the mistakes he makes, he should be required to do so. These lists should be used frequently in drills. The best spelling-book a pupil can have is a list of the words he has spelled inaccurately. The best pronouncing dictionary he can have is a list of words he has mispronounced in reading or in conversation with his teacher.

63. It Is a Mistake to Try to Teach Too Much in a Single Lesson.—Many teachers seem to think that their ability as teachers is to be measured by the extent of ground which they can cover in a lesson. They reckon the progress of their scholars by the number of pages passed over. They measure the amount of their mathematical knowledge by the square yard. They forget that the pupils themselves have any part in the work of

learning. The teacher gives information, the pupils receive it. The result of teaching depends much more on the receiving than the giving. It is measured, not by what the pupils hear, but by what they carry with them from the class-room and apply in future life.

The facts stated by the teacher or drawn by him from the pupils should be drilled upon persistently by the teacher while the lesson is in progress. "Questioning in" is the grandest method of the trained and cultured teacher in teaching new facts or thoughts; "questioning out" is the only certain way of fastening them firmly in the mind. Drill when about three facts have been communicated, however simple they may be; then give three additional facts and drill over the six, and so on to the close of the lesson. This repetition drill should be more thorough towards the close of the lesson. It should be varied as much as possible. The answering should be partly simultaneous and partly individual, and always brisk and lively.

64. It Is a Mistake to Be Indefinite in Teaching. —One of the most important lessons we can teach in school is thoroughness. Knowledge is valuable only when it is reliable. Be accurate first, even if you have to make apparently slow progress. Be sure that one idea is clearly understood and impressed before you proceed with another. Avoid

ambiguous expressions. Correct them when used by your pupils either orally or in their compositions.

65. It Is a Mistake to Devote Attention Chiefly to the Bright Pupils in a Class.—Too often the teacher neglects the duller pupils in order to sweep triumphantly on with those who are more brilliant. The temptation to do so is great, even without the additional stimulus given by comparison of the results of test examinations. Such a course is manifestly unfair, however, as the teacher is aiding those who least require assistance, and neglecting those who most need help. Archbishop Whately relates that "a certain gardener always outstripped his competitors by taking the highest prizes for gooseberries. Time after time he had been successful. The reason of his success was a secret which his rivals determined to learn. They accordingly watched him from an ambush and found that he carefully stripped his best bushes early in the season of all but a few of their largest berries. He thus obtained berries of a very great size; but he only raised a few quarts from bushes which would have produced a large quantity of berries." Teachers should remember that they should aim to give all their pupils the highest and best culture possible for them under the circumstances

in which they are placed, and not merely to develop a few "prize gooseberries."

66. It Is a Mistake to Give Information to Children Which They Cannot Apply at Once.—This is not the way in which they learned before they went to school, and they learned more rapidly then, and remembered what they learned better, than they ever do afterwards. They acquired knowledge then by using things, and they applied the knowledge at once as they gained it. When the pupil can give the sounds of two letters he should form and name the words that can be made with them. The sound or power of another letter should then be learned, and several new words can be formed by combining the three letters, and so on. Even if the "alphabetic" method is used, it is absurd to keep the child droning at the names of the twenty-six letters when long sentences might be prepared by using only a few of them. Whatever method of teaching word-recognition is used, pupils should read a sentence as soon as they can name the words it contains and can comprehend the thought it expresses.

Pupils should not be compelled to go through the drudgery of learning the whole of the tables in arithmetic before they put a part of them in practice. They should apply the simpler portions of the addition and multiplication tables, for instance, before completing the whole tables. When

a pupil has found out by using shoe-pegs, slats, beans, or other objects that two ones make two, and two twos make four, he is ready to learn and apply the process of multiplication. The teacher may at once assign an example with the multiplicand large enough to extend across the pupil's slate provided it contains no figures but 2 and 1. If he does so the pupil in a single example is forced to remember and record a considerable number of times the fact that two twos make four. Repetition of process is infinitely more interesting than repetition of mere words, and the impressions made by it are much more lasting. The teacher must of course carefully avoid any work involving a knowledge of the tables beyond the pupil's acquirements. Pupils are frequently compelled to count their fingers by the thoughtlessness of the teachers who scold them for it. In addition the teacher may assign long examples and yet involve in them only a few combinations thoroughly mastered by his pupils by preparing his examples before he needs to use them, and forming them from the bottom of the columns.

Definitions in Euclid, grammar, geography, etc., should never be given until their need has been felt by the pupils. A boy in a workshop is never set to learn descriptions or definitions of the tools he is to use as a means of learning to use them. He learns to handle a tool by handling it. No

master but the schoolmaster ever makes the blunder of making his pupils commit tables, alphabets and definitions before they are needed for use.

67. It Is a Mistake to Use Objects in Reviewing or Drilling.—Objects should be used in giving the ideas at first, but not in repeating afterwards. The pupils should deal with the abstractions as soon as they have been clearly conceived by the aid of the real things. In addition, for instance, it is necessary that the child should learn the sum of seven and nine first by means of balls, or beans, or some objects; but having clearly learned the fact that seven things added to nine things of the same kind make sixteen things, he should only add the numbers 9 and 7 in future. The objects enable a teacher to teach a lesson more easily than he could do without them, but once the lesson has been learned the objects are only fetters which prevent the freest development of the mind. The perception should not be continued after the conception has become definite.

68. It Is a Mistake to Accept Partial Answers.—It is well to insist that pupils should give their answers in the form of complete sentences. The best language lessons are the practical lessons given in oral composition in the general work of the schoolroom. Good speaking is not taught by rules but by much practice in expressing thought, and by correcting the errors made in conversation,

errors in pronunciation as well as in grammar. The pupils should express their ideas, therefore, at all times in the form of complete sentences to accustom them to the formation of sentences which accurately express their thoughts. This will give the teacher his best opportunity for correcting errors.

Questions whose answers can be given by a single name or date need not be answered as above directed.

Give the date of the battle of Hastings.

The date of the battle of Hastings is 1066 A. D.

Name the commander of the British forces at Waterloo.

Wellington was the commander of the British forces at Waterloo.

To answer these and similar questions in complete sentences is a waste of time, without compensation in the way of development.

The rule that should guide the teacher in this matter is: Whenever the answer expresses a thought of the pupil, it should be expressed in his own language in the form of a sentence. Mere repetition of the question with the addition of a word or date is of little benefit.

69. It Is a Mistake to Repeat Every Answer.— Teachers often acquire the habit of repeating an answer automatically as soon as it is given by a pupil. This is simply a waste of time. Indeed,

this method of killing time is resorted to by some designedly. They repeat the answer to one question while preparing to ask another. This should not be necessary. The teacher's questions should be ready, or the answering will be slow and the attention unsettled. Occasionally it may be wise to repeat the answer in order to impress it on the minds of the other members of the class, or to emphasize some essential part.

70. It Is a Mistake to Have a Stereotyped Plan of Presenting a Subject.—It is necessary to successful teaching that the teacher should prepare his lessons, not his subjects merely, carefully beforehand. He should also arrange the general plan of his lesson. This will prevent his wandering while teaching. His plan should be elastic, however, so as to allow him to adapt it to the circumstances that may arise, or the question that may be asked while teaching. The bones of the plan should not be seen. The more variety the teacher can give to the method of presenting a subject the greater will be the interest taken in it by the pupils.

71. It Is a Mistake to Talk Too Much While Teaching.—Some teachers are very fond of airing their knowledge of the lesson. If a teacher talks a great deal he is either too diffuse in the treatment of his subject, or he offers his pupils more thought than they can properly digest. It is not

possible for a class to attend hour after hour and day after day to a teacher who gives them no share in the work of learning but as listeners. Even if they could do so, but little would be gained. Listening attention is not a very developing exercise. Receptive activity of the mind is its least stimulating positive effort. He is the best teacher who can stimulate his pupils with fewest words to greatest mental activity and interest in their lessons. Most of the talking should be done by the pupils as guided or led by the teacher. If the teacher talks too much he wearies himself as well as his class. Let the talking be reduced to the minimum, and the working increased to the maximum extent possible.

72. It Is a Mistake to Use Long Words in Teaching.—Great thoughts are best expressed in simple language. Those who teach children must use plain, familiar words, or they will be misunderstood. All teachers are liable to forget the change that has taken place in their own mental development since they were children. The minds of pupils are frequently confused because their teachers take it for granted that they understand the meaning of words with whose use they are unacquainted.

The teacher should be as correct a model as possible in his language. It should be simple, carefully chosen, appropriate, and accurate as re-

gards pronunciation and grammatical construction.

73. It Is a Mistake to Make the Learning of Names a Direct Aim in Teaching.—If the names of things are used incidentally in connection with the things themselves the names will be learned incidentally without effort by the pupils. No child ever had a lesson on the name of a spoon, or a knife, or a chair, or any of the thousand and one things in his home, but he knows the names of them all before he is three years old. We should never ask for the names of things. It is only when we do so that it becomes difficult to learn them. Pupils will learn the names of the letters of the alphabet incidentally by hearing their names as they are used, in a much shorter time than if they had been compelled to learn their names by a direct effort. The learning of names can never be a very interesting exercise. It is quite right for a teacher to name an object or a part of one, and ask the pupils to point out the part named, but he should not point to the thing and ask the name. Many teachers and parents object to the use of such words as "parallelogram," or "triangle," "peninsula," etc., by young children, on the plea that they are beyond their comprehension. That depends on how the child has been taught. If he has learned what a triangle is by actually handling triangles, and

has become familiar with their distinguishing characteristics by using them, then he will use the word "triangle" as intelligently as the word "chair." The child five years of age uses many words in his ordinary conversation which are in themselves more difficult to spell and utter than those above named; for instance, polonaise, umbrella, parasol, refrigerator, etc. The name of a thing is always a matter of secondary importance to a child. What the thing is or does is of supreme interest to him. If this can be learned, and especially if it can be learned practically, the name will give no trouble either to the memory or to the vocal organs. Without the idea, the name is a mere sound with no educative power.

74. It Is a Mistake to Try to Make Difficulties Too Simple.—The duty of a teacher in teaching is held by some to consist in simplicity of explanation. The teacher is to make mild and sweetened decoctions of knowledge, and give them in homeopathic doses to the pupils. When the scholars meet with any rocks in their pathway, he is to remove them. Instead of allowing them to climb the hill of knowledge, he is told to level the hill and even make a good road across the plain for their accommodation. The teachers who act on this principle necessarily dwarf the minds of their pupils.

The teacher should aim—

1. To aid the pupils in getting over difficulties themselves.

2. To present the difficulties of a subject in their proper order, in a series of natural steps.

3. To graduate the steps to suit the ages and advancement of the classes. They should be very small indeed at first.

4. To avoid giving explanation as far as possible. Explain the nature of the materials for thought which are presented in the text-books or in other ways; do not do the thinking for the pupils.

5. When explanation is necessary it should be clear, definite, and brief.

75. It Is a Mistake to Neglect Any Opportunity for Making the Pupils Do as Much as Possible in Learning.—One of the fundamental principles of teaching is, "Children learn by doing." This principle if properly carried out has two great advantages.

1. It develops the executive power of the child, and will-action is the highest power the teacher has to develop.

2. It is the only certain way of maintaining attention. If a boy is using his hands he must be attentive, because no mind but his own can guide his hand. It must be remembered that the senses at best are merely servants of the mind. They convey impressions to the brain, but the

accuracy, the intensity, and the permanency of these impressions depend upon the brain itself. The senses do not mould thought, they supply the mind with the materials from which thoughts are formed. They carry to the brain an infinite number of impressions to which it pays little or no attention. Unless the mind assumes a receptive attitude, thought is not developed at all, and even if thoughts are formed in the mind, they do not remain there unless they are used. To require pupils to learn by doing is the only method which absolutely demands the fulfillment of all the conditions necessary to secure clearness and permanency of thought. The attention is thus fixed, and the brain does not merely receive impressions but moulds them into thoughts which it uses at once in performing work. Knowledge should not only be acquired but applied, and whenever possible applied through the instrumentality of the hands with actual things.

At one time the teacher of chemistry was satisfied with learned statements of the facts of his subject, accompanied with blackboard illustrations. Then actual experiments were performed in the presence of the class to illustrate and confirm the teaching. A still further step was made when the experiments preceded the explanation, and the pupils were required to notice and account for the results. Now, however, the teacher who

wishes to make definite and lasting impressions requires each student to perform the experiments for himself. It is only by doing this, and by frequently repeating the same experiment, that the chemical theories will maintain themselves in the student's mind in competition with the vast accumulation of thoughts which are forced into it in practical life.

Botany is not now regarded as well taught unless the student actually handles typical specimens and draws their characteristic parts.

A student may look for years at a map without getting a definite idea of the relations of the various parts of the countries outlined on it. For this as well as other reasons good teachers now depend mainly on map-sketching by modeling in clay, plaster, putty, or cutting out of wood, paper, etc., as a means of teaching geography. They do not simply draw a map themselves on the blackboard, but every pupil sketches the map for himself as the teaching progresses, and part by part is added to the map. It is an excellent plan to have a broad, shallow box with sand or moulder's earth in it, so that the beginners in geography may actually shape for themselves the various divisions of land in learning the definitions. Continents may be formed in this way, with their mountain ranges, valleys, peninsulas, capes, etc. Wooden blocks may be used to represent cities.

If the bottom of the box is painted blue it will serve to represent water.

Our mental powers may be divided into those that gather thought, those that classify thought, and those that use thought. They should not act independently, but in related sequence at the same time. No thought can be clearly defined or permanently fixed in the mind unless the last step in the process has been taken. Repetition of words deadens, repetition of process arouses mental effort in a natural way.

The principle of learning by doing is recognized by most teachers in teaching some subjects. In writing, drawing, reading, and the mathematical subjects, the pupils are allowed to perform their fair share of the work. No teacher is satisfied with merely giving them the necessary ideas. They put the theories into practice at once. This should be done to the fullest extent possible in teaching all subjects.

We may get new ideas into our minds by reading, by hearing, and by seeing, but they only become parts of ourselves when we have used them. Doing is the best way to gain clear thoughts, and the surest way to fix them in the mind.

76. It Is a Mistake to Tell Pupils Anything They Should Know or Can Be Led to Find Out by Judicious Teaching.—This is the teacher's golden rule. If only this one rule were carried

out, the teaching in most schools would be revolutionized. Young teachers should repeat it every morning on their way to school, and ask themselves every evening wherein they have violated it. It will form a pruning-hook to cut away most of the errors in method, if it is intelligently used.

Telling is not teaching. Lecturing or sermonizing is not teaching. The teacher should lead or guide his pupils through the garden of knowledge, and show them which kinds of fruit are beneficial and which injurious; he should also show them the best means of obtaining the fruit, but he should not pluck it for them, and eat it for them, and digest it for them. He should teach his scholars how to think, he should not do the thinking for them. This will help them to develop, by giving their mental activity the work for which it so ardently longs.

No wonder that little fellows with so many germs of life and power in them, waiting to be stirred into activity and vigor, should have an aversion to attend schools in which they are mere listeners. If the teacher is not acquainted with the wonderful nature of the mind he has to develop, and the natural order of the growth of its powers, he should be very tolerant of truancy. The temptation to play "hookey" may sometimes come from imprisoned faculties protesting against their unjust neglect. Certain it is that, independ-

ent of the evil effects resulting from conscious disobedience, a boy would learn more in the fields and woods with the flowers and birds than in many a school.

Sir William Hamilton says: "The primary principle of education is the determination of the pupil to self-activity—the doing nothing for him which he is able to do for himself."

Herbert Spencer says: "In education the process of self-development should be encouraged to the fullest extent. Children should be led to make their own investigations and to draw their own inferences. They should be told as little as possible, and induced to discover as much as possible. Self-evolution guarantees a vividness and permanency of impression which the usual methods can never produce. Any piece of knowledge which the pupil has himself acquired, any problem which he has himself solved, becomes by virtue of the conquest much more thoroughly his than it could else be. The preliminary activity of mind which his success implies, the concentration of thought necessary to it, and the excitement consequent on his triumph, conspire to register all the facts in his memory in a way that no mere information heard from a teacher, or read in a school-book, can be registered. Even if he fail, the tension to which his faculties have been wound up insures his remembrance of the solution

when given to him, better than half a dozen repetitions would. Observe again, that this discipline necessitates a continuous organization of the knowledge he acquires. It is in the very nature of facts and inferences, assimilated in this normal manner, that they successively become the premises of further conclusions,—the means of solving still further questions. The solution of yesterday's problem helps the pupil in mastering to-day's. Thus knowledge is turned into a faculty as soon as it is taken in, and forthwith aids in the general function of thinking—does not lie merely written in the pages of an internal library, as when rote-learnt."

Horace Mann wrote: "Unfortunately education amongst us at present consists too much in telling, not in training."

Let the pupils have a chance to enjoy the pleasures of discovering for themselves, and school will be to them not a prison, but a temple of joy. How children delight in overcoming a difficulty! How much greater is their satisfaction when they overcome it without aid from the teacher! The honor is then entirely their own. What a difference there is, too, in the results of teaching, when the pupil is allowed to do his own share of the work! If an infant were always carried in arms, it would never learn to walk. Each little effort it makes for itself gives new power and vigor to

its muscles. So the child that is lifted over every obstacle by the strong mental arm of his teacher will become mentally feeble, and dependent upon others. He will lean, if he is trained to do so; and when he has to go forth into the world without his teacher for a helper, he will be unable to surmount the difficulties in his path. A pupil can never forget a fact learned practically, as the result of his own investigation. One boy learns by actually mixing yellow and blue colors that they form green, and discovers the effects of combining all the primary colors in forming secondary colors. Another is told the results of the combinations of the primary colors. He may even have these results exhibited by means of the most ingenious and elaborately colored charts. The permanence of the teaching in the two cases will be vastly different. The second boy, ten years after leaving school, may remember, after a process of thought, that red and blue produce purple. The first does not need to make a conscious effort in remembering. He knows it as he knows his name; that he has two hands, ten toes, etc.; that the weather is cold in winter; or as he knows any of the thousand and one facts which he has learned for himself practically.

CHAPTER IV

Mistakes in Moral Training

77. It Is a Mistake to Neglect the Manners and Deportment of the Pupils.—The true rules of politeness are not arbitrary. They rest on a foundation of right and justice. They are based on a recognition of the relationship we bear to those around us, and the duties we owe to each other as individual members of the family, society, or the state. If a boy is truly polite from proper motives, he has made a good start in his moral training. Good manners will not make a boy a Christian, but they make it a great deal easier for him to be a Christian. They are the outward sign of an unselfish character, and their reflex action tends to make the character unselfish. Good manners should be taught practically. Each child should receive an individual greeting as he arrives in the morning, and each should go home in the evening with a parting salutation from the teacher that is his "very own." In addition to

this, the teacher should welcome his class as a whole, when it is time to open school, with a pleasant "Good morning," and also bid the class "Good evening" at the close of the day's work.

When a known visitor comes to the school, pupils should stand to receive him, and say, "Good morning," or "Good afternoon, Mr. ————." When a stranger comes, the pupils should wait until he has been introduced. They should then rise and address him. This is what they would be expected to do at their own homes under similar circumstances. Why should they not be trained to do it in school?

Boys should be trained to raise their hats when they meet ladies of their acquaintance on the street, and to give a respectful salute to their male friends. They should learn in school how to do so. The use of the proper hand is raising the hat or saluting (the one farthest from the person saluted) should be made instinctive by proper practice. The resting time between lessons may very properly be devoted occasionally to training in saluting. Boys and girls may march past each other and practice the street salutation. If it becomes a mockery, or is regarded as mere fun, the teacher is to blame. Pupils should salute their teachers as they march past them at the recesses, and when entering their rooms in the morning and at noon.

The teacher should never allow pupils to answer "Yes" or "No," merely, but "Yes, sir," "No, sir," or "Yes, Miss ——," "No, Miss ——."

The every-day work of the school will afford many opportunities for enforcing a recognition of the rights of others, for showing respect to seniors or those in authority, and for practicing the many acts of courtesy that children should exhibit towards each other.

The school training in manners, as in everything else, will depend on what is done rather than on what is said. An ounce of action is worth a pound of advice.

78. It Is a Mistake to Appeal to Motives That Are Beyond the Perfect Comprehension of the Pupils.—Abstract doctrines of theology can have little weight with children. Formal statements of even religious truths may not be understood, and if they are not clearly comprehended they should not be given as motives. A child who simulates a feeling he does not really feel is necessarily being trained in hypocrisy. The repeated statement of principles that do not give definite conceptions of duty must weaken the force that truth should have. Pestalozzi says: "Young children can not be governed by appeals to conscience, because it is not yet developed. Sympathy must gradually be superseded by the rule of right, and children must be led from good feelings to right

principles. Sympathy is the child's strongest motive."

79. It Is a Mistake to Place the Temptation to Dishonesty Too Definitely in the Way of a Child by the Self-reporting System.—Where the position in the class, and the good opinion of parents, depend on the monthly report of the teacher regarding conduct and class work, it is a most dangerous thing to allow pupils to do their own reporting. There are, it is true, some pupils who could not be led to do wrong in order to secure advancement, but there are many who could be so tempted, and it is wrong to place them in such conditions as will reward dishonesty. The moral sense of the pupil who takes credit for better marks than he deserves is blunted and his tendency to dishonesty is strengthened. The honest pupil who sees cheating rewarded loses faith in justice and righteousness, and thereby loses power to practice them. It is a sad thing for a child to receive the impression early in life that advancement is often the result of improper actions. Unless the teacher's record of marks can be made absolutely correct, the marking should be abandoned. Even at best the marking system is of doubtful value.

80. It Is a Mistake to Train Pupils in Criticising to Note Only What Is Wrong or Imperfect.—When pupils are called upon to express opinions

in regard to the work of their classmates, they are usually asked to point out the errors they can find. They are to mark the mistakes in spelling, in punctuation, in composition, in pronunciation, etc. This necessarily gives their minds a critical tendency, and probably has a good deal to do with the fault-finding spirit displayed by too many adults. The teacher should avail himself of the many opportunities afforded in the work of the school to allow the pupils to call attention to the excellencies in the work done by their neighbors. They may point out the good features in the reading, or composition, or drawing, map-sketching, etc., of other scholars as easily as the bad, if they are trained to do so. The influence of such training will be better, intellectually and morally, than that of the plan usually adopted.

81. It Is a Mistake to Neglect the Opportunities for Moral Development Afforded in the Playground.—The teacher may give his pupils a great many definite moral lessons in the playground. Boys and girls may learn there to bear defeat bravely, to allow no defeat to discourage them, to depend upon persevering effort to win success, to be prompt to decide and quick to execute, to put forth their best power in order to attain their purposes, to receive injury without giving way to anger, to take no mean advantage of an opponent, to exhibit, in short, the characteristics

of ladies and gentlemen in meeting their fellows in a contest similar in very many respects to the struggle of after-life. Many of these opportunities will be lost if the teacher is not an active participator in, or a sympathetic observer of, the games.

82. It Is a Mistake to Control Pupils by External Agencies Chiefly.—These may have to be used at first in a new class, or with a new child when he first comes to school. Control may have to be gained by the vigorous exercise of the teacher's will, or by punishments or other coercive measures, but it should not be maintained by these means. No discipline maintained in such a way is good, even in itself, and certainly such discipline can not be as beneficial as it should be in the development of character. Our aim should be to make the pupils self-governing. No lower aim can make them good citizens, or qualify them for a conscious upward growth. Law should never bend to the whims of individuals, but every pupil should be made as independent as possible within the range of law, and in obedience to it. The teacher should awaken in the child motives which will lead him to act. These motives should change, as the child grows older, from instinct to consciousness of duty, but as soon as possible the child should feel his power of control over

himself, as a necessary element in defining his individual responsibility.

83. It Is a Mistake to Reprove or Punish for "Not Being Good."—"You see what you may expect, sir, if you are not good," said a stern teacher to a little boy on his first day in school, after he had given another boy an unmerciful whipping. Whipped for "not being good"; whipped for "not being good." This was the message that was sent echoing through the sensitive and aroused moral nature of the child. He did not learn to hate the wrong or the evil. He learned to hate "having to be good"; because, if there was no such thing as "having to be good," he would not be whipped. His reasoning was logical. The master was wrong. Goodness should not be associated with punishment. Punishment and wrong-doing should be linked together. The child should leave school with a clear knowledge of the fact that every act of conscious wrong-doing brings to him punishment in weakening his character, even if no further punishment comes from powers outside of himself.

84. It Is a Mistake to Punish Unsympathetically.—Teachers often look and act as if it gave them satisfaction to punish a pupil. Others punish while angry. In either case it is clear, to the

pupil at least, that the teacher's feeling is shown towards the pupil, and not towards the offence of which he is guilty. Indignation at the wrong-doing may be quite right, but no feeling should be shown towards the pupil but one of sorrowing sympathy. Horace Mann tells of a young blacksmith who said to his father when he failed in his attempt to harden the temper of a piece of steel, "Beat it, father, beat it; that will harden it if anything will." Punishment is sure to harden, if the teacher is not careful. The right to punish is a sacred trust. No teacher ever knows the highest joy that is to be found in his professional work until he loves his worst boy better than he does his best. The love of the best is always to a certain extent a sweet kind of selfishness, none the less dangerous or weakening because it is sweet. The love of the worst must spring from an unselfish desire to make him nobler, purer, truer. With such a love punishment will surely serve its true purpose.

85. It Is a Mistake to Expect Too Much Moral Goodness from Children.—Moral growth in children will necessarily be slow. It will develop hypocrisy to try to develop precocious goodness in little ones. It will also lead them to believe themselves to be better than they are, and moral as well as intellectual growth ceases as soon as we are satisfied with ourselves. There was a good

deal of suggestive philosophy in the answer of a little girl whose mother said to her one evening, "Well, Bertha, have you been a very good girl today?" "No, mamma." "Have you been a bad girl?" "No, mamma." "Well, what kind of a girl have you been?" "Oh, just a comfortable little girl, mamma." Mature goodness is an unnatural development in young children. Play is better than formal piety for a child. Genuine play may be a true expression of a child's piety.

86. It Is a Mistake to Arouse the Emotional Nature Too Indefinitely.—It is of vital importance that the emotional nature be fully developed. Feeling is the battery power of character. "To love truly and hate truly is a large part of education." But emotion may enfeeble character. The weakest of human beings is the mere sentimentalist, who weeps at sorrow in the abstract, but whose feelings never develop into thought and decision, which they crystalize into generous action. There are thousands of young ladies who bewail the sufferings of ideal characters in the novels they read, who have never made the slightest effort involving a sacrifice of self in order to relieve the real woes of a single fellow-creature. A Russian lady wept piteously at the sadness she saw depicted on the stage, and found her coachman frozen to death at the close of the performance. Her best feelings had been wasted on the

mere semblance of sorrow, while her selfishness was blinding her to the terrible affliction she was herself causing.

All sentiment or feeling that does not produce a definite tendency to corresponding activity is enfeebling. The songs and stories told to little ones should be chosen with the greatest care. Those that are seemingly good may often be most dangerous in character. The teacher should avoid pointing out what is called the "moral" of the story to young children. In the culture of the emotional nature we should distinguish very clearly between the general stimulation of the better and purer feelings and awakening a definite feeling in favor of some specific duty. We may be influenced by a charming sunset, beautiful scenery, music, painting, or poetry. They are to our spiritual nature what pure air and wholesome food are to our physical nature. But as we may take too much good food, so we may have too much emotional stimulation. To over-develop even a good side of our nature at the expense of our other powers destroys the harmony of our being, and weakens us correspondingly. We should carefully guard against the development of the sentimental nature beyond the practical. The development of feeling in favor of a particular duty is even more dangerous than the general

stimulation of the emotional unless it is carried into certain activity.

87. It Is a Mistake to Arouse Feelings and Thoughts Regarding Distant Duties.—Inertness of character is a terrible affliction. Executive power, will activity, ability to carry out definitely the decisions arrived at: this is the most important element in a man's character, and consequently it is the most important department of a man's education, mentally or morally. Inertness of character may be caused by persistently awakening pure feelings and good thoughts, without securing the corresponding action that should accompany them. The completed course of a moral impulse is feeling, thought, decision, action. Unless this sequence is completed every time it begins with reference to a specific duty, the character is weakened in its most essential elements. Every time a boy decides to do right, without actually carrying out his decision, he strengthens the habit of inertness, or failure to act, and makes it harder for him to do a good deed of a similar kind. Every one knows the man who habitually decides and promises without performing. There are men who promise without intending to perform. They are wicked, but they may still be strong enough to execute the decision they really make. The inert man truly takes the first three steps in the sequence: he feels, thinks,

decides for right, but fails to do what he decides. By habitually feeling, thinking, and deciding, without acting, we necessarily make this course a habit. What is the effect of this on character? It weakens conscience and will, and dissipates the powers of feeling, thinking, and deciding definitely. Hence the great responsibility of teachers to make action always follow good decision promptly. It is a most dangerous thing to lead a boy to decision regarding a distant duty, because a thousand things may in the meantime distract his attention, destroy his interest, and prevent the accomplishment of his purpose. The younger the child the more immediately should action follow decision. As the habit of completing the moral process is established, it should gradually be strengthened by severer tests.

88. It Is a Mistake to Allow Conscious Violation of Any Rule Without an Inevitable Consequence. —Recognition of law and willing obedience to it are the foundations on which rest our ideas of duty in the home, in the nation, and to our Creator. The conscious violation or disregard of any school rule or law is more disastrous in its effect on the character of the offender than it can be in its other consequences. The consequences of consciously violating an unimportant rule are as serious in teaching disregard for law as if the rule itself were more important. Rules in school

are laws in the state. Conscious disregard for rules leads to conscious disrespect for them. Disrespect for rules leads to disrespect for law. Disrespect for man's law leads to disrespect for God's law. Disrespect for God's law directly leads to disrespect for God Himself.

89. It Is a Mistake to Allow Even Slight Deviations from Right To Be Made Consciously and Habitually.—The acts we do mould us. Conscience makes the right clear, the weaknesses of our natures lead us towards wrong; our will settles the course we take. If we do right, will has won a victory; if we do wrong, will has suffered defeat. Repeated victories strengthen either will or weakness. Every conscious act of the child is a victory for either will or weakness. The teacher has a thousand opportunities every day for strengthening the will of his pupils. Take the matter of pen-holding for illustration. Every child is taught the right position of the hand. In some schools very few pupils hold the pens properly. The general tendency is to turn the hand on the side. This is the easiest position for the muscles at rest, and so the pupils take it naturally. They know the right, they do the wrong. The tendency to gratify the convenience of a muscle is allowed to gain a victory over the will. Repeated defeats weaken the will, even though the defeats be in connection with common-place matters. It is

chiefly in connection with common-place matters that will power becomes dissipated, and that failure becomes a habit. Therefore, while it is of great importance that the teacher should give his pupils clear ideas of right in regard to their work and conduct, it is more important to see that the right is adhered to. It is a dangerous course to make duty clear to a child's mind without having it performed. Men err, not from lack of knowledge of the right, but because they have not sufficient will power to carry out their convictions of truth.

90. It Is a Mistake to Praise for Natural Ability or Natural Goodness.—These qualities should, and do, receive due recognition by the high-class positions and the freedom from punishment which they secure for their possessors. Ability and goodness will always be at a premium. The evil arises from allowing the pupils to become proud of ability or goodness as something for which they deserve credit. Effort to do or to be should receive the sympathetic recognition of the teacher. Willingness to try to climb is the condition that merits approbation. There is a pot of gold at the top of every mountain we have to climb in life. He who faithfully climbs under the most discouraging conditions as to mental or moral weakness earns the largest pot and the purest gold. Honest effort is essential, work or study that we do not

like is the kind that disciplines character, and this deserves the teacher's highest praise.

91. It Is a Mistake to Overestimate the Value of Formal Moral Teaching in the Development of Character.—A man may be thoroughly acquainted with the highest moral laws and yet have a very weak character. Character depends on what we have done, not on what we have learned; on what we are, not on what we know. Formal statements of principles influence character only when they enlighten the conscience and modify our motives. An enthusiastic temperance advocate said in an address in favor of teaching temperance in schools: "If the dear children only knew the disgusting processes by which the nasty liquor is made they would never taste it." An unsympathetic but more thoughtful member of the Board of Education that she had addressed, reminded her that all the men engaged in making beer knew the unpleasant steps in its manufacture, and yet they nearly all drink it. Knowledge is not power. In itself it has not power to propel towards the right nor to restrain from wrong. The race does not fail through lack of knowledge so much as from lack of executive power. It is questionable whether any system of education that gives more knowledge without increasing the power of achievement can be morally productive. All education that aims merely at culture, at the enrich-

ment of the within by what is without the child, is non-moral, if not positively immoral. One of the supreme aims of the teacher should be to teach every subject in such a way that the child's natural tendency towards the achievement of his plans is developed and not dwarfed.

92. It Is a Mistake to Depend on Coercion in the Development of Moral Character.—Doing, not knowing, decides our standard of moral excellence. Doing under compulsion or under the influence of fear does not develop vital moral power. Coercion may keep a child away from wrong, but it does not destroy or eradicate the desire to do wrong. Many teachers believe that by compelling a child to conform to right regularly day after day they are developing the habit of doing right in the child's life. This is an error. They are developing but one habit by such a course of persistent compulsion; the habit of conscious subordination to the will of another. This habit is the essence of slavery, and is a degrading and immoral habit, not a moral or a character strengthening habit.

Actions develop character and lay the foundations for strong true character only when the motives that prompt the actions are the child's own motives and not the motives of his teacher or his parent. When the child acts from fear or by compulsion he does not act in response to any posi-

tive motive of his own, and no character habit is developed by such action. Hard characters may be produced by coercion, but not strong characters. It is a very plain law in the development of individual power that the substitution of another's motive for my own must weaken my own character instead of strengthening it. The child's motive may be wrong. If so, I should give him the enlightenment to lead him to change his motive. If he does a right act because I compel him to do so he loses in character force without gaining any training in habit formation. If he performs the same act as a result of his own decision after I have led him to see more clearly, then he has made positive character gains by the enlightenment of his conscience, by the formation of his own motives and obedience to them, by the development of his own will power in its directive control of his actions, and by increasing his recognition of his own individuality and his reverence for his own selfhood.

93. It Is a Mistake to Think That the Child's Will Power Can Be Developed Without Allowing Him Freedom of Choice.—The control of a man's actions by his will pre-supposes the existence of at least two courses of action at all times. The wise man chooses the right course and adheres to it under the direction of his developed will. The foolish man either chooses the wrong way,

or having decided in favor of the right yet does the wrong. Independent choice is a fundamental element in the development of will power, so the child's power of choice should be developed so far as possible by all the methods of teaching and training in school. The child's power of choice should be respected by the teacher so that in time he will learn to value it himself. This power of independent choice should be trained in every department of study and practice in the school. The child should choose the stanza or paragraph in the reading lesson that is to him most beautiful, and be allowed to state the reasons for his choice. In history he should choose his favorite characters. In art he should be trained to choose his own subjects and his own methods of treating them. Some children prefer figure drawing, some landscape drawing, some architectural drawing, some the painting of flowers or trees. All should be encouraged in the development of a taste for a special department. Even when the whole class is asked to draw a tree, each child should choose his favorite tree. The children should be permitted to choose the musical selections which they like best to sing. In manual training, while each child may be required to make the same article for a lesson, each should be trained to use his own taste in its constructive and artistic ornamentation.

Of course in all departments of school work the child should be guided by the principles revealed and expounded by his teacher. Freedom of choice should never mean a disregard for law. Reverence for law is the fundamental basis of liberty. Liberty under law is the only true freedom. "The perfect law of liberty" is the only broad basis of individual freedom of choice. The boy in playing any game is absolutely free to decide upon his own course of action as the conditions of the game change unexpectedly from time to time, but he knows that he must act in conformity with the laws of the game he is playing. He enjoys freedom under law. He chooses his own course and tries to execute his own decisions. For this reason a good game affords opportunities for the highest moral development. It makes the player responsible for choosing the best course of action under ever-varying conditions and it makes it necessary to success that he should strive with all his might to carry out his plans.

One of the highest moral values of the Kindergarten training results from the practice by which the child in all the Froebelian occupations carries out his own plans under well-defined laws of work and growth. Laws become to him directive and not restrictive forces. He is not restrained by law, he is guided by law. Laws become elements of power in his life by which he achieves success

and becomes productively self-active. Freedom of choice can never be to him at variance with law. It becomes a means of using law wisely and an essential element in strong will power.

94. It Is a Mistake to Degrade Obedience Into Subordination.—Obedience is a natural condition of childhood, which chiidhood always enjoys, but all well-balanced children naturally hate tyranny. The tyranny of national tyrants is not more despicable than the tyranny of parents or teachers. In the past most men, when they have claimed obedience from children, have really meant subordination. Obedience is productively developing; subordination is dwarfing both to the soul that is subordinate and to the tyrant soul that demands the subordination. Whether the tyranny be consciously or unconsciously exercised makes little difference in the results either to the tyrants or their subordinates. Obedience should never be degraded into subordination. Training should never be degraded to mean adult interferences. Obedience should mean joyous co-operation, willingness to be guided in productive work by wiser leadership. Obedience should be more than submission. It should mean partnership. At first it should mean a partnership between adult and child. The highest training will gradually lead to a partnership between child and adult. The child develops character power both in insight

and in achievement by transforming conditions in harmony with his own plans, not be executing the plans of his father or his teacher. During the partnership of adult and child the child acquires the skill which he should use afterwards in developing vision, directive force, and achieving power by carrying out his own plans in the partnership of child and adult. The old system of training the child always maintained the partnership of adult and child. The new system of training naturally leads as soon as possible to the partnership of child and adult. Under the old system the adult was always the active partner, the leader, and the child was a mere follower. By the new system of training, the child becomes the active partner as soon as possible. Either in home or school the child is always happy to co-operate with parents or teachers in their work, if his rights are recognized in the departments of work in which he should be the leader.

Obedience should never become conscious subordination to a person. The question of the personality of the adult should not be a prominent element in securing obedience. The aim of the teacher should be to obtain reverence for law; the law of the game, the law of the competition, the law of the school, the law of the state, and ultimately the law of his own life development, and the law of God. In this progressive moral

development the child should retain and increase his reverence for his own self-hood as the most sacred power with which he has been entrusted. He should be reverenced truly by his teacher as a thought and plan of God. Every boy gives back to his teacher or father as much reverence as he receives, and no adult is entitled to any more reverence from a boy than he is willing to give to the boy. Reverence for adulthood has been demanded in the past. It should be won and deserved, not merely demanded. Real, vital reverence must be won.

95. It Is a Mistake Not to Develop the Child's Faith in Himself.—Humanity fails in reaching its highest achievements on account of lack of individuals in faith in their own power more than for any other reason. Each child has some special power. The highest development of human progress depends on the doing of his own best work by each individual. Each child should be gradually led to recognize the great fact that he has special power, and to be grateful for that power as his highest good; as the source of his ability to aid his fellow-men, as his offering in promoting an advancing civilization, and as the element in his character which should be most productive in securing his own happiness.

True humility is one of the most pleasing as well as one of the most productive virtues. Spu-

rious humility, which is the type produced by most training is degrading to the individual and the race. True humility is positive and vital, spurious humility is merely negative. It can not make a man vain to make him conscious of his power to achieve for his fellow-men. Nothing else can kindle a boy so thoroughly as a revelation of his true selfhood.

96. It Is a Mistake Not to Develop the Child's Self-Activity.—Every child who is not defective intellectually manifests three definite tendencies as soon as he is able to move around. He likes to do things, he enjoys doing things he plans himself, and he is happiest when doing things in co-operation with others. These three tendencies form the strongest elements in the highest Christian character.

Unfortunately few adults possess these three fundamental elements of strong productive moral character in adulthood in the same degree as in childhood. The loss of these elements of character is the greatest tragedy connected with human life. Their loss has resulted from wrong ideals in regard to child training, and dwarfing methods based on these wrong ideals.

The supreme aim of teachers should be to preserve and develop the child's natural tendencies to do, to do what he plans himself, and to do in co-operation with his fellows. These tendencies

should be the dominant elements in his character at adulthood. They are the elements that should be most productive in his individual development and in qualifying him for his work as a citizen. As these elements are among the child's highest powers, they have therefore the highest possibilities of development. The most serious charge that can be brought against the training of the past is the fact that these powers are weaker in adulthood than in childhood. To develop these elements of character the child must be self-active to a much greater extent than he has been in all departments of school work. To develop methods of teaching and training that will lead to real culture without interfering with the child's self-activity is the most vital problem in education.

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